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ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and Career Education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The introduction contains the format for grade three, performance objectives and criterion test rationale, and major objectives. The teacher aids section provides suggestions for activities, and the guidance component includes six activities directed towards self-understanding and behavior. The career units cover eight occupational clusters: 10 introductory activities; 28 activities in natural resources (oceanographer, marine biologist, icthyologist, commercial fisherman); 32 activities in transportation (astronaut, railway engineer, ship builder, ship captain); 25 activities in food service (cook, chef, food service worker, home economist, ice cream maker); 29 activities in farming (poultry farmer, entomologist, heavy equipment operator, irrigation specialist); 30 activities in health (dentist, hospital staff, veterinarian, zoo caretaker); 28 activities in business (retail foodstore worker, hotel/motel manager, salespeople, shoe repairman); 30 activities in recreation and handicrafts (baseball player, jeweler, pottery maker, ski area manager); and four activities for a brick manufacturer. Each occupations unit is introduced by major objectives, concepts, and suggested resources. (JB)

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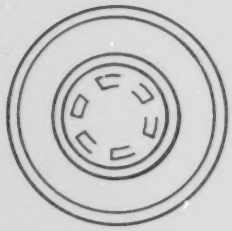

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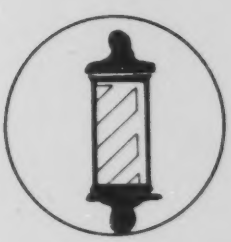
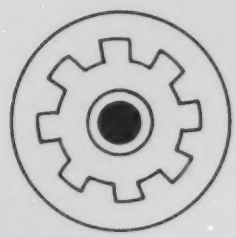
CAREER AWARENESS

Grade 3

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CAREER AWARENESS

Grades 1 - 6

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PREFACE

The Career Awareness curriculum in this book was developed through a "Part C" grant from the U. S. Office of Education from March, 1972 through June, 1973, and administered by the Idaho State Department of Vocational Education. The units were developed and written by Boise Independent School District personnel with the exception of the introductory unit at the beginning of each grade. These six units were assembled from Career Education: An Idea Book, K-6 Resource Guide Project Committee, Portland Public Schools, Oregon. The activities included in this book are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather many of these ideas and make them available to all teachers in an integrated format within most subject areas.

The project has been evaluated by a third party evaluation team, Educational System Planning of Eureka, California, as required by the project. The interim evaluation report in March, 1973 stated, "The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives."

The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Audrey Harvey,	Grade 1
Barbara Diener,	Grade 2
Opal McIntyre,	Grade 3
Joyce Swensen,	Grade 4
Gordon Pierce,	Grade 5
Grant Simonds,	Grade 6

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Irene Windisch, project secretary - for suggestions, corrections and coping with hundreds of revisions.

George Washburn
Career Awareness Project Director

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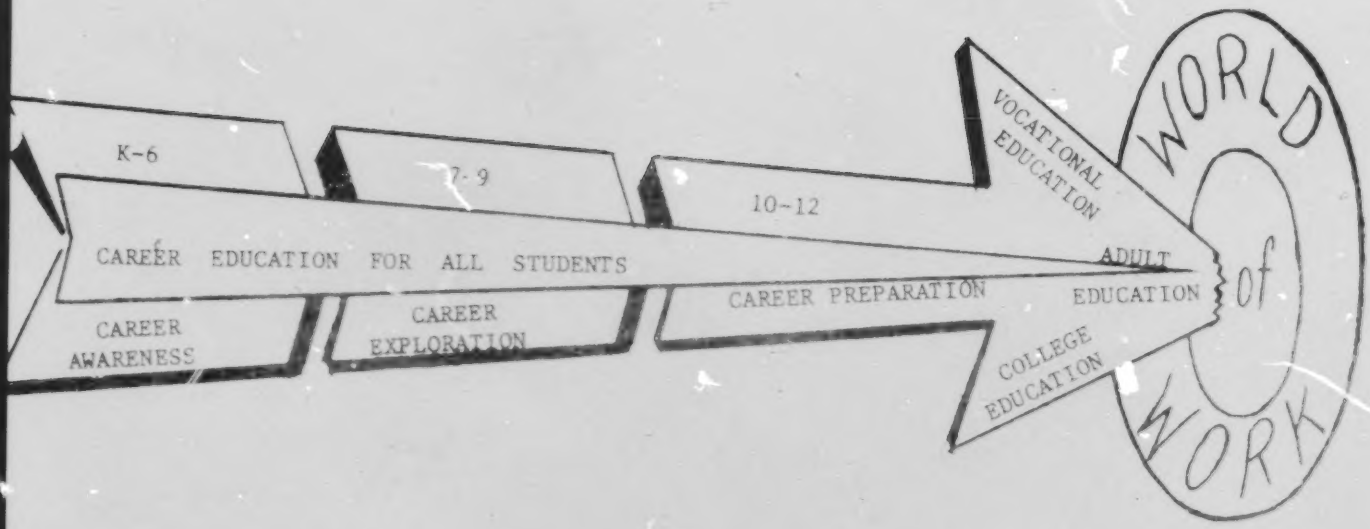


ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an inderdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

Food Service
Marketing
Health Occupations
Mechanical and Repair
Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

INTRODUCTION

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

1. CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.

CAREER AWARENESS FORMAT -- Grades 3 - 6

The purpose of career awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

Business and Office
Consumer and Home-making Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studied.

Each of these grade levels contains twenty-six or more occupational units. They are assigned to a particular grade level because it was felt they correlated best at that level considering all the subject areas. This is by no means to preclude a teacher from studying an occupation in another grade if she desires; however, the materials and trips in connection with career awareness must remain in the assigned grade level.

Because of the necessity of scheduling materials, the occupations have been grouped generally in units of four. A few, as an example groups 1 and 7 in grade five, have three units because some areas within these are particularly involved and lengthy. You should have a schedule of units for the year specifically for your building. The materials will be in constant use throughout your area of the district which means we must adhere to the schedule if all are going to become involved in the program.

You will receive materials for a group of units for approximately a five week period. At the end of that time these materials will be picked up and taken to another school by the technician. At that time you will receive another set. It is up to the teachers within the buildings to schedule these groups of units among themselves. Grades 3, 4, and 5 have an extra unit which might be used if you will contact the technician. The technician is also available for classroom help and direction.

Each unit in this curriculum has from 5 to 15 activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You, as a teacher, are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designed to be taught within subject areas. Creating a "career subject" is discouraged.

Some films and filmstrips are to be ordered from Boise Schools IMC. These are the ones listed on the materials page with an IMC number. The teacher will do the ordering of these since we won't know the exact day you will need them. There are also films listed from Boise State College. Remember the B.S.C. films are rental. Perhaps a rented film could be used by all of one grade level for the three days you have it.

There are some field trips scheduled in your curriculum guide. The career awareness technician will schedule and make arrangements for these trips for you. Since there will be many field trips in grades 1 - 6 into the business community, we would like to schedule at their convenience so we don't overload one business. It might become necessary and desirable to have only a portion of your class take a field trip and report back to the others. An example would be if one-third of all fourth grade classes go to a pottery shop. This would mean one trip to that business rather than three. These instances would only be necessary in cases where there might be only one such business in the area. We are certainly open to suggestions of field trips not on our schedule. Also it the trip scheduled proves to be an impossible time, contact the CA office a few days in advance so other arrangements can be made.

We would encourage many resource speakers coming to the classroom to describe their work, especially parents. At the beginning or the year you will be asked to send a prepared letter home to ask for speaker volunteers. These parents will be used within your building though not necessarily in your class. The more community involvement, the more support for the entire educational program. The technician will schedule these speakers for you, or if you desire to do the

scheduling, feel free to do so.

The career awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the CA office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of the career awareness program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

The following is a statement from Joyce Swensen, fourth grade teacher in the pilot program at Garfield Elementary School. It reflects the statements submitted by all the pilot teachers.

"From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussion of behavioral expectations and evaluations have also helped.

"I am not saying extra effort is not required on the part of the teacher. It is. However the CA program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think it is good. With the CA office making arrangements for materials, resource persons and field trips, the job has been much, much easier.

"The community has become increasingly aware and involved with what is happening in the classroom. My experience has been that this program has made many friends for the school district.

"Adapting existing curriculum around careers has not decreased knowledge in the core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

"Students are very much in favor of continuing in career awareness programs - as are parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

"Scholarship does not seem to change to a great degree. Good students will probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

"Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in any field. I feel this has been our goal and it has been reached."

PERFORMANCE OBJECTIVES AND CRITERION TESTS RATIONALE

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparent that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performance inorder to better evaluate what conceptual knowledge the learner has acquired. To often we not only measure his conceptual understanding of the material, but inadvertantly, by the type of test we give, measure his reading, writing, and verbal skills. By providing several types of tests (activities) the teacher is free to choose which one will best allow a particular child to communicate his degree of conceptual understanding. If increased profficiency in reading, writing, and verbal skills are not one of the project objectives, then they should not figure into the evaluation. This system provides a child with a better chance of successfully demonstrating the conceptual understanding called for in the objective regardless of his reading, writing, or verbal skill.

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low skill in another area such as reading and writing. He can now demonstrate in a variety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some written activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have

"learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to over-come the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need worry about "item analysis, validity, reliability etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved the objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

CAREER AWARENESS -- OBJECTIVES

GRADES III. -- VI.

1. To develop a positive attitude of self worth.

2. To develop positive attitudes toward the world of work.

3. To develop the attitude that all work is meaningful and contributes to society.

4. To develop the appreciation of the dignity and worth of honest work.

5. To develop the idea that cooperation, responsibility and dependability are necessary in school, on a job, and in everyday life.

6. To develop the idea that people work for numerous rewards and satisfactions.

7. To develop the idea that school is an important part of preparation for a career.

8. To develop the idea that most careers will require special training.

9. To develop an understanding that some workers produce goods, others perform services.

10. To develop technical literacy of terms used in the exploration of careers.

11. To understand that while all jobs are important, they also all have a different character.

12. To help develop an understanding of our free enterprise system of economics.

13. To understand that most people work toward careers in which they have special interests and special talents.

14. To understand that all workers are dependent on one another.

15. To develop the ability to understand that occupations are interrelated in a wide variety of ways.

16. To develop the understanding that there is constant change in job fields and that this change is healthy.

17. To develop the understanding that continual education will be necessary for any career.

18. To develop an understanding of the role all curriculum disciplines play in careers.

19. To develop the attitude students will develop realistic goals in the light of interests and abilities as they progress through life.

20. To develop the understanding that different jobs require different abilities.

21. To provide a wide and varied interest that will open up an expanded base for career choice.

22. To encourage students to express goals and aspirations.

23. To encourage students to do individual in-depth study of areas of interest.

24. To provide information, observational experiences and experimentation in the clusters of the world of work.

25. To develop a degree of skill in the use of tools, equipment, and supplies that workers use in the performance of their jobs and have practical experiences in each.

TEACHER AIDS

HINTS TO TEACHERS - GROUP ACTIVITIES

In the career awareness materials there are many small group activities to be carried out by the students. Because students have learned to function individually and for their own goals, learning to participate productively within a group and for group goals calls for special efforts by the teacher.

Children do not adapt naturally to small group efforts. As they have learned to compete for grades and have generally been taught that sharing answers is wrong, the new concept of cooperation and group goals calls for re-education. Many adults do not know how to work in groups, so be patient and encouraging with children in this endeavor.

Some Hints:

1. Try not to expect complete sucess on the first attempt.

2. Try to have several consecutive group activities increasing in complexity.

3. On the first attempt do not expect the children to share materials, i.e. globes, maps. Provide each child with his own materials, but utilize a group summary sheet.

4. Plan with the class ahead of time. Involve the students in planning and don't merely tell them. List goals on the blackboard.

5. Encourage groups to choose a leader. In older groups involving complex activities, a recorder may also be needed.

6. After the group experience, meet back with the class. Ask them how the experience went and what they think the problems are. Recognize the groups who worked well together and site examples of cooperative group techniques. Evaluate on a group basis. If individual grades within a group are given, it will only encourage the good students to do their own work. Remember we are doing the activity to develop sharing and cooperativeness.

7. It also might be helpful to discuss the roles of leader and recorder with the class. Have the class discuss characteristics they like and dislike in a leader. Possibly this should be done at the beginning of the second activity rather than the first so that too much is not given at the beginning. Overplanning can be as detrimental as underplanning!

Patience on the part of the teacher is required for long term success of group activities.

INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of community talent. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important tool of communication.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Prepared by ABLE Model Program, Northern Illinois University

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the child as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

Prepared by ABLE Model Program, Northern Illinois University

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

Prepared by ABLE Model Program, Northern Illinois University

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

Prepared by ABLE Model Program, Northern Illinois University

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did it take?
What did you do next.
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does this happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?

Supply and demand for workers? Outlook for the future? Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are the steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

Prepared by ABLE Model Program, Northern Illinois University

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.

2. learn to interview workers and observe how people work together.

3. see how adults carry out their responsibilities.

4. correlate skills and other curricular areas with experience in meaningful situations.

5. give children an opportunity to work together outside the classrooom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.

2. in the school neighborhood to sharpen observation of the child's immediate environment.

3. to another school to exchange experiences or to introduce a group to another school situation.

4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Prepared by ABLE Model Program, Northern Illinois University

HOW TO PREPARE FOR A FIELD TRIP?

The following suggestions of things to do to get ready are for your consideration. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher and career awareness director should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and the things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from
   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip
   (a) time -- date, hour of departure, time to be spent on the trip.
   (b) transportation -- how the group will travel and the safety rules to be observed.
   (c) group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.

   (a) write thank you letters, letters for additional information, stories, poems, reportw, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Prepared by ABLE Model Program, Northern Illinois University

LETTER TO RESOURCE PARENT

Beginning of Year

Dear Parents:

The students in our school this year are participating in a program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. We hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We plan to visit some of the industries and businesses of our community to see the on-going work activities and to talk with some workers. We will attempt to invite workers to vist our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning point must be as close to our own locality as possible. As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society.

We realize you are not in the business of giving presentations and, therefore, we intend to have a very relaxed question and answer session. We urge you to consider our need to find out more about your work.

Please fill out and return this form if you might be available. You will be contacted to arrange a definite time and date which will be convenient for both you and the class. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name _____ Phone _____

Address _____

Occupation _____

Company or Firm _____

It would be most convenient for me to be at your school on (days or times) _____

_____
Signature

LETTER TO SCHEDULED RESOURCE SPEAKER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with _____ class at _____ on _____.

Generally these presentations are from one half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

CAREER AWARENESS OFFICE - 1207 FORT STREET BOISE, IDAHO 83702

Dear Sir:

Along with the teaching of the basic skills in our elementary schools, we feel that students should be given an opportunity to look at the real world of work.

We know that students are not aware of the adult working world. Whenever the work of the school becomes exclusively abstract, the school is in danger of becoming isolated from the real world. Therefore, field trips will fill the void of the functional relation between knowledge and ideas that are taught in school and the real everyday life of people earning a living and providing a service.

We feel that your place of business would provide our students learning experiences which our schools cannot provide. Within the classroom the students are investigating occupations in your business area. These activities are in all subject areas to help students see the relationship between school subjects and occupations.

Some of the things the students will be looking for in your business are:

1. titles of occupations at your plant
2. duties of workers
3. training or preparation needed
4. physical and social characteristics needed
5. what schoolwork was most helpful in your job
6. salaries (optional)

Also a mention of social attitudes and habits which are essential - getting along with others, accepting responsibility, punctuality, initiative - will impress upon children that these must also be developed at an early age to be successful in a job later. It would be helpful before the tour starts for the guide to talk with the children in a more quiet area and tell the group what to be looking for, safety hazards, and set up a few ground rules while visiting.

We wish to thank you for this opportunity to show students "first hand" what the "world of work" is all about.

Respectfully,

George Washburn
Career Awareness Director

GUIDANCE

GUIDANCE UNITS

The career awareness project has as its major goals the enlightening of students to the world of work and development of their self images through understanding themselves and others. It is felt most people who are not successful in their work or have difficulty maintaining a job are failing through an inability to get along with others. Most often this is the result of a poor self-image. The guidance component of this project is designed to help students begin to understand themselves and others and, therefore, lay a groundwork for better future relations.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive environment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child; intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important aspect of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of

(a) consultation regarding children about whom the teacher is concerned
(b) informational presentations to faculties dealing with
    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills
(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems or situations.

The elementary counselor's work with parents consists of

(a) encouraging parent discussion groups
(b) suggesting ways parents can become involved in the schools
(c) consulting with parents regarding their child
(d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
(e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of

(a) helping teachers to lead meetings and discussions relating to general group problems
(b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
(c) serving as a resource person in classes relating to mental health
(d) role-playing activities
(e) puppet activities
(f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling

The Career Awareness Guidance Units found in this guide are suggestions which might be used at an opportune time throughout the year. It is intended that the class will view one of the designated filmstrips followed by an open class meeting which will include as members the students, teacher and/or guidance counselor. In the class meeting the subject for discussion should be the topic of the filmstrip and whatever it may lead to. These units are not designed to replace the current guidance activities, but to help direct some of them.

GRADE III

The Guidance activities in grade three are centered around a guidance kit and a group of filmstrips. All of these activities might be conducted by the teacher and/or the guidance counselor. The individual filmstrips are designed to be used at a rate of about one a month. The DUSO kit can be used as often as the teacher feels it is practical. It is suggested the DUSO be used on a regular basis to get the most benefit from it.

Each building will have at least one DUSO -1 and one DUSO-2. The guidance filmstrips are scheduled with units to insure their coverage in all buildings and classrooms if the teacher desires to use them.

DEVELOPING UNDERSTANDING OF SELF AND OTHERS

A kit of activities and materials designed to facilitate the social and emotional development of children. The DUSO programs are based on the premise that every child, in the process of growing up, is confronted with normal developmental problems and that the classroom teacher can help children meet these developmental problems. They also recognize that to be the most effective in his role, the teacher needs the assistance and direction provided by programs of planned experiences and materials. The DUSO kit provides such programs which can be carried out with a minimum of preparation.

The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning. The wide variety of materials and activities provided in the DUSO kits allows each teacher to select the approach which is most appropriate for her unique group of children.

I. FORMAT GRADE III

Objectives:

- --to develop understanding and positive valuing of one's unique self
- --to develop understanding of interpersonal relationships
- --to develop understanding of the purposive nature of human behavior
- --to develop understanding of dynamic interrelationships among ideas, feelings, beliefs, and behavior in order to express one's feelings accurately
- --to develop understanding of competence and the components of accomplishment

Format:

The third grade will work with the first four themes in DUSO D-2:

I. Toward Self-Identity
II. Toward Friendship
III. Toward Responsible Independence
IV. Toward Self-Reliance

Each of these themes might be used for approximately one quarter (nine weeks). Each cycle of activities which is about one week's program contains a story, problem situation, role playing activity, puppet activity, discussion picture, career awareness activity, supplementary activities, and supplementary reading.

Dinkmeyer, Don. Developing Understanding of Self and Others
American Guidance Service, Circle Pines, Minnesota

II. The following is a list of filmstrips to be used in Grade three. The individual activities for the use of these filmstrips are on the pages that follow.

FILMSTRIPS TO BE USED IN GRADE THREE

Manners Are Lots of Fun, ERS

(Filmstrips, captioned)

1. "School Manners"
2. "Community Manners"
3. "Home Manners"

Open Ended Stories, ERS

(Filmstrip and Record)

4. "The Warning Blinker"
5. "The Purse"

What Do You Think?, ERS

(Filmstrip, Captioned)

6. "What Do You Think About Lying?"

ACTIVITY 1

Materials: Filmstrip, Captioned:
"School Manners"
--Manners Are Lots of Fun, ERS

Topic: Children's manners at school.

Objectives: To help young children understand the importance of using good manners at school.

Criterion Test:

Students will list in writing or describe to the teacher in individual conferences the main points of good school manners.

Synopsis: By disregarding instructions, Rex finds himself on what he thinks is another planet. He meets a classroom full of undisciplined children who are unfriendly to him and who show no courtesy to each other. Everyone speaks at once, the classroom is disorderly, and the children play unkind tricks on one another. Rex becomes determined to teach them manners.

Activities:

1. Divide the class into two groups. Have one group draw a picture of a classroom in which no one practices any manners; have the second group draw a picture of a classroom in which everyone uses good manners. Compare the drawings and discuss.

2. Ask each child to imagine that it is his first day at a new school. Let the children answer and discuss the following:
   a. How would you try to make friends?
   b. What would you want the other children to do to try to make you feel comfortable?
   c. What other manners would you expect the children to follow in the classroom and the lunchroom?

3. If possible, visit another classroom, or s school play yard. Ask children to observe what manners are being followed and what manners are not. Back in the classroom, discuss what was observed.

ACTIVITY 1 (Continued)

4. Have one child ask the class a question about manners, such as: "Why should we raise hands if we want to speak?", "Why should we be quiet in the library?", etc. Let the child who answers ask the next question.

5. Ask each child to draw a picture of another child or a group of children using good manners (for example, eating properly in the cafeteria, putting away their school supplies, raising their hands).

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 3

ACTIVITY 2

Materials: Filmstrip, Captioned:
"Community Manners"
--Manners Are Lots of Fun, ERS
(CA Center)

Topic: Children's Manners

Objectives: To help children understand the importance of using good manners in the community.

Criterion Test:

Students will perform activity item 5.

Synopsis: Friendly Uncle Polifly and his nephew practice good manners in their community every day. They are courteous, thoughtful, and kind toward others, and help keep the community a happy place to live. Uncle Polifly becomes upset only when someone else shows a lack of consideration for others.

Activities:

1. Divide the class into two groups. Have one group draw a picture of a city street or community where no one takes care of community property; have a second group draw a picture of a city street or community where everyone takes care of the property and is considerate of others. Compare the drawings and discuss.

2. Ask the children to name some of the laws and manners they follow in their community, such as traffic laws when riding their bicycles, not littering, respecting other people's property. Why are these laws and manners important? How do they help all of us?

3. Ask the class to discuss who some of the special people are who keep your community attractive and safe.

4. Have the children discuss some of the things they can do to keep the community that way. What improvements could be made right now?

ACTIVITY 2 (Continued)

5. Divide the class into several groups of three or four children. Have each group make up and act out their own skit illustrating good manners and courtesy to others.

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 3

ACTIVITY 3

Materials: Filmstrip, Captioned:
"Home Manners"
--Manners Are Lots of Fun, ERS
(CA Center)

Topic: Children's Manners

Objectives: To help children understand the importance of using good manners at home.

Criterion Test:

Students will list in writing at least 10 examples of good home manners.

Synopsis: This filmstrip illustrates some of the problems that arise when members of a family do not cooperate with each other. Sitting quietly at the table, picking up after yourself, taking turns, and trying to understand other people's problems are good manners that help make home life more pleasant for the entire family.

Activities:

1. Divide the class into "families". Have each family decide what manners should be followed in their home, and why. Have the groups present their ideas to the rest of the class.

2. Ask each child to draw a picture of his own family at home, showing some of the manners used there.

3. Have the children discuss why trying to understand other people's problems is important. Does it help you when others understand your problems? How?

4. Ask how home manners can be applied to school situations.

5. Let the children mingle freely, or divide them into groups, and have them make up a poem, a story, or a song about manners at home.

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 4

Materials: Filmstrip and Record:
"The Warning Blinker"
--Open Ended Stories, ERS
(CA Center)

Topic: Responsibility

Objectives: To show students that one is responsible for one's actions.

To show students it is best to admit to one's mistakes and rectify them.

Criterion Test:

Students in individual conferences will display an understanding of responsibility and how it affects them.

Synopsis: Paul and Chris are walking along, idly throwing rocks at nothing in particular, when they come upon a warning blinker marking some street construction. The blinker quickly becomes a target for the rocks and finally Paul knocks it to the ground, breaking it.

Danny comes along just in time to see the boys running off. Realizing the danger caused by the broken blinker, he runs after them. Paul does not want to report the incident because he might get into trouble. Chris did not hit the blinker so he does not feel responsible. Danny thinks something should be done. The filmstrip ends here, leaving the viewers to decide what will happen.

Activity: Before viewing, have the children discuss, briefly, their personal experiences relating to the story: If you are playing with friends and something gets broken, who do you think is responsible?

After viewing, lead discussion with such questions as: WHAT DO YOU THINK HAPPENED? Should one of the boys do something about the broken blinker? Which boy? Why? What could he do? What do you think he should do?

Why do you think Paul was so surprised when he broke the blinker?

ACTIVITY 4 (Continued)

Did Danny have any right to become involved? Why might he feel responsible? Was there any reason for Chris to feel responsible? How might the boys feel if there was an accident because of the broken blinker?

The blinker belongs to the city. The city is very big and has a lot of blinkers. Does it matter if one little blinker is broken?

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 5

Materials: Filmstrip and Record:
"The Purse"
--Open Ended Stories, ERS

Topic: Integrity

Objectives: To show students the value and meaning of integrity in their lives.

Criterion Tests:

Students in individual conferences will display an understanding of integrity.

Students will put on a skit showing the theme of the class meeting.

Synopsis: On his way home from the park, Kevin finds a purse with five dollars in it. He looks but cannot find anyone who might have lost it. At first uncertain of what to do, he finally decides to keep the money which he soon spends for a toy.

Kevin lies when his mother asks about the toy, and he lies when a girl confronts him with the information that she has lost a purse with five dollars in it.

But he begins to feel remorse over what he has done, and as the filmstrip ends, Kevin is trying to decide what to do.

Activity: Before viewing, have the children discuss their personal experiences related to the story: Have you ever lost something? What happened? Have you ever found something which did not belong to you? What happened?

After viewing, lead the discussion with such questions as: WHAT DO YOU THINK KEVIN DID? What might happen if Kevin told his mother what he had done? What might happen if he told the girl what he had done? How would he feel if he just got rid of the purse and did not tell anyone? Do you think the toy store salesman would take back the used toy? What else could he do to get five dollars?

ACTIVITY 5 (Continued)

What else could Kevin have done with the purse and money when he found it? What could he have done to try to find out who lost the purse? Should he have just left it where he found it? What might have happened if he did that?

What was the "funny feeling" Kevin had inside? Have you ever had that feeling? Even though Kevin decided to spend the five dollars, he still hid the purse. Why? Why couldn't Kevin look at his mother when he told her his friend Robert lent him the glider? Do you think Kevin's mother believed him?

If you found something you knew someone else had lost, what would you do?

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 6

Materials: Filmstrip, Captioned:
"What Do You Think About Lying?"
--What Do You Think?, ERS

Topic: Dishonesty

Objectives: To show the students that lying can only lead to misunderstanding, distrust, or further complications.

Criterion Test:

In individual conferences the students will be able to express their ideas as to the degrees of dishonesty.

Synopsis: Ricky is riding his bicycle and runs over a potted plant, breaking the pot. When his father asks who broke the plant, Ricky says he did not know.

Don is riding his bicycle and runs over a kit, breaking it. Ricky asks him later who broke it and he says he doesn't know. Other situations involve a father telling his son one thing and it turns out differently, a mother telling a known lie, a boy breaking something and lying about it. These have no conclusions, students are to answer the questions as to what is best.

Activity: Before showing the filmstrip, ask the students if they can explain different forms of lies. Ask them how a person feels when they lie.

Show the portions of the filmstrip and discuss each section with students after that section is shown.

This session might be conducted by the teacher and/or the guidance counselor.

CAREER UNITS

ACTIVITY 1 Suggested Subject Area: Social Science

Concept: All students have areas of interest in which they are strong and areas in which they lack interest.

Objective: Students will become aware of their strongest and weakest interest areas.

Criterion Tests:

A. Students will be able to list their strongest and weakest interest areas.
B. In individual conferences, students will be able to indicate their strongest and weakest interest areas.

Activity: RATING INTEREST AREAS

Using basic interest areas such as:

1) Outdoor activities. those activities carried on outdoors (sports, hiking, fishing).
2) Manual activities. Those which call for use of hands (working with tools, experiments).
3) Artistic activities. Activities which provide opportunity for self expression in writing, singing, drawing, playing an instrument.
4) Mental activities. Activities which require careful thinking and frequently calls for use of paper and pencil (solving puzzles, homework, stamp collecting).
5) Social activities. Those activities which require contact with others (selling, youth groups).

Have each child list his activities in each interest area by "Like", "Don't Care", and "Dislike". Example:

Interest Area	Like	Don't Care	Dislike
Outdoor			
Etc.			

After completing the chart have the child list which two areas contain most of his likes, dislikes, and which he didn't care about.

ACTIVITY 2 Suggested Subject Area: Writing, Social Science

Concept: All productive work is important and meaningful to society.

Objective: The students will understand that work of all people is important.

Criterion Test: In individual conferences the students will be able to show an understanding of the importance of all work.

Activity: ALL JOBS ARE IMPORTANT

1. List in order of importance (as you see it) the following jobs: stenographer, postal clerk, truck driver, refuse collector, bus driver, typist, credit manager, electrician, plumber, heavy equipment operator. What measures did you use in trying to rank them?

2. Organize a debate about the merits of (assume equal qualifications) bus driver vs. truck driver, airline hostess vs. nurse, teacher vs. policeman.

ACTIVITY 3 Suggested Subject Area: Language Arts

Concept: All occupational areas have differences. All occupational areas have similarities.

Objective: The students will show an understanding of the differences and similarities of occupational areas.

Criterion Test: The students will explain in writing or orally the answers to the questions of the activity.

Activity: SIMILARITIES AND DIFFERENCES IN OCCUPATIONS

Performance Objective: To make children aware that although occupations are different from one another, they may still have similarities.

Ask the children questions similar to these concerning two different occupations.

How are a medical doctor and a dentist different? How are they alike?

How are a teacher and a nurse different? How are they alike?

How are a medical doctor and a veterinarian different? How are they alike?

How are a druggist and a medical doctor different? How are they alike?

How are a nurse and a medical doctor different? How are they alike?

ACTIVITY 4 Suggested Subject Area: Language Arts

Concept: Some careers result in production of goods and some in production of services. There are a variety of jobs available to all people.

Objective: The students will grow in awareness about the many careers available with respect to production of goods and services.

Criterion Test: The students will be able to list in writing or discussion in individual conferences many varied jobs and whether they produce goods or services.

Activity: ABC - CAREERS

After children have had a general introduction to the concepts of producers and consumers, this game is a fun variation and supplement. Have children divide into two teams. The first child names an occupation starting with A, second child B, and so on. It can be made more difficult by asking each to state whether the occupation describes a producer of goods or a producer of services. When the teams have gone through the alphabet, the team with the most players left wins the game.

ACTIVITY 5 Suggested Subject Area: Language Arts

Concept: Some occupational areas require particular footwear.

Objective: Students will become aware that people in different occupations wear different types of footwear.

Criterion Test: From the activity listed, students will be able to identify the worker in writing or in individual group conferences.

Activity: WHO FITS THESE SHOES?

Ask the children if they can tell you what kind of footwear you are talking about when you read the following riddles:

1. I am old and worn
   My soles are torn (Tramp's shoe)

2. I am long and flappy
   I make people happy (Clown's boot)

3. My wheels go rolling
   down the street
   When I am worn
   upon the feet (skating shoe or
   shoe skate)

4. Babies wear me
   when they walk
   Before they even
   learn to talk (baby shoe)

5. I'm made of hard leather
   I'm tall and high
   I'm worn by a man
   Under a light blue sky (Cowboy Boot)

6. Dance me around
   Stand up on my toe
   Dance and whirl
   And bow as you go (Ballet slipper)

7. When you jump out in
   a parachute,
   You'll be glad you're
   wearing this strong boot (Soldier's boot)

8. Anyone can wear me
   But boys best of all
   Like to wear me
   When they are playing ball (Tennis shoe)

9. Made of leather and
   decorations,
   Indians wear me at
   celebrations (Indian moccasin)

Suggested Subject Area: Language Arts

Concept: There are many ways people make a living

Objective: Students will understand that there are thousands of occupational activities.

Criterion Test: Students will act out occupational areas in pantomime.

OCCUPATION GAME

Today we will play a game dealing with the ways people make a living. When it is your turn to tell whether the occupation you are demonstrating is a service or deals with a product. From that point on everything is done in pantomime. The person guessing correctly the occupation being pantomimed is the next to perform. The class president appoints the first player.

ACTIVITY 7 Suggested Subject Area: Art

Concept: There are a great variety of occupations represented usually among even a small group.

Objective: Students will understand there are a great variety of occupational areas.

Criterion Test: Students will be able to act out in pantomime several occupational areas.

Activity: Have students one at a time act out in pantomime one job their parents, grandparents, or a neighbor does for a living.

Ask each student to think of something which is singularly significant about that job so the class will be able to guess what the job is.

The remainder of the class guess what occupation is being pantomimed.

Suggested Subject Area: Language Arts

...have and will play an important part in our national economic system.

...to induce thinking on the part of the learner as to why products are invented; to assess the chances for an invention's success; to determine who will buy a new product; to determine what materials are needed for a particular new invention; to determine how much labor will be required to produce a new product and how much will be made with machines.

Instruction Test: In individual conferences students will be able to explain how inventions have contributed to our national progress.

Materials: Copies of Popular Science, Popular Mechanics, Mechanics Illustrated, McCalls, Ladies Home Journal, etc.

...from the pages of one of the magazines. Predict who would use the product. What ...to produce the product? Is the potential market large enough to assure ... Will this product lead to a large new industry or will this product be ... What is the new product made of and what are these materials available

ACTIVITY 9 Suggested Subject Area: Math

Concept: Time is an important factor in most occupational areas.

Objective: To make the learner aware that he must be accountable for his time when he is an employee.

Criterion Test: Students will each perform one job and keep tract of the time needed.

Materials: Standard ditto time sheets.

Activity: TIMEKEEPER

When a person has been elected to perform a room job, he puts his name and job on a time sheet. He then gives the sheet to the class timekeeper. When he is ready to perform his class job,he checks in with the timekeeper, who notes time, date, etc. When task is completed he checks out with timekeeper. Each week timekeeper reports number of minutes each employee has spent doing his job.

ACTIVITY 10 Suggested Subject Area: Science

Concept: The workers involved with environmental control such as the heating, air conditioning, filtering, lighting, etc., must consider many factors when designing units to fit the needs of people. Careers in this area are interesting and varied.

Objective: The students will develop an understanding of the importance of environmental considerations when dealing with some occupational areas.

Criterion Test: Students will perform the experiment listed in the activity.

Materials: Thermometer

Activity: ENVIRONMENTAL CONTROL

Using a good thermometer to record the temperature in your classroom we can make simple test to show the effect of lights, bodies, and exercise on the temperature of your room. Place the thermometer in the center of the room. Hold the class in the hall or in another room before entering your room in the morning. Do not turn on the lights before you all enter together. Read the thermometer as the whole class enters your room. Turn on the lights, allow the students to do calisthenics, and after ten minutes, read the thermometer again. The temperature should rise at least ten degrees. Discuss the reasons for the rise in temperature.

CONCEPTS

The science of oceanography studies the composition of seawater, geology of the ocean floors, waves and currents, and plant and animal life in the ocean. The part of the earth's surface covered by water is much greater than exposed land areas. The occupation of oceanographer requires much specialized study.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. The students will be able to demonstrate a knowledge of proportions of earth's surface of land and water.

   A. Test Description: In individual conferences students can demonstrate this understanding by using a globe.

2. Students will demonstrate a knowledge of why an ocean is salty.

   A. Test Description: Students will do experiment #1, Activity 2 and explain results orally.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Oceans - A First Film", MP 1327 IMC
"A Fortnight at Nine Fathoms", MP 5405 IMC
"Ocean Currents", MP 5193 IMC

FILMSTRIPS

BOOKS

*Career Comic Books: Popeye the Sailor and Marine Careers (CA Center)

Texts:
This Is Music, 4 - Allyn and Bacon
Understanding Music, 4 - American Book Co.
Science Far and Near, 3

Story: "The Magic Grinder" One source for this is Compton's Young Children's Precyclopedia

SUPPLIES

5 or 6 globes
Study Guide Worksheet
World Outline Maps
10-12 milk cartons, tops cut off, holes in bottom
6 cups clean, washed sand
1 carton salt
12 small paper cups
24 wood blocks
water
6 jars with lids
6 bowls
direction sheets
teakettle
hot plate
large, long handled spoon
metal can with ice
old magazines

*CA Center Furnishes

ACTIVITY 1

Divide class into 5 or 6 independent inquiry groups. Give each group a worksheet with questions such as following:

1. Make a small paper boat. Sail it from New York. Look for the end of the ocean. Look for a place where you cannot sail around the land to another part of the ocean. Tell about what you found out.

2. Which ocean is the largest ocean?

3. Which oceans touch the United States?

4. Which ocean is near the North Pole?

5. How many oceans can you find on your globe? Write their names.

6. Label the oceans on the outline map. (Each student should have a map to fill in.) Color all the water blue, land brown.

Place the comic books out for display during this unit for free time use.

MATERIALS 1

5 or 6 globes
study guide worksheet
world outline maps
(one per student)
Comics: Popeye the Sailor and Marine Careers

GRADE 3

MATERIALS

10 - 20 milk cartons with tops cut off, holes in bottom

clean, washed sand, about 6 cups

1 carton salt

12 small paper cups

24 wood blocks

water

6 jars with lids

6 bowels

direction sheets

ACTIVITY 2

MATERIALS 2

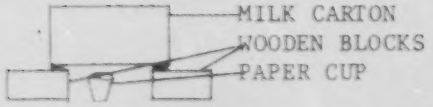
Experiment #1 How Does Ocean Water Get Salty?

Materials: (choose a person to get what you need)

2 milk cartons
1 cup sand
1 spoonful salt
2 paper cups
4 wooden blocks
1 cup water

Directions:

1. Put ½ cup sand in each milk carton
2. Put 1 spoonful of salt in one milk carton on top of the sand
3. Put milk cartons on blocks with paper cups underneath like this:



4. Pour ½ cup of water in each carton. Let water drip into cups.
5. Taste water in each cup. What do you taste? Why?
6. Where does ocean water come from?

Think and talk about: How does ocean water get salty?

ACTIVITY 3

MATERIALS 3

Experiment #2 Why Is Ocean Saltier than Rivers that Bring Water to the Ocean?

Materials:
open bowl
jar with lid
1 teaspoon salt
2 cups water

Directions:

1. Measure 1 cup water into bowl
2. Measure 1 cup water into jar
3. Add ½ teaspoon salt to each container, stir
4. Taste the water in each container. Does it taste the same?_____
5. Close the jar and set the jar and the bowl in a warm, sunny place. Leave for 2 days or more.
6. Taste each container after 2 days. How do they taste? Why?

Think and talk about: Why is the ocean saltier than rivers that bring water to the ocean?

ACTIVITY 4 Suggested Subject Area: Science/Language Arts

MATERIALS 4

Review Experiment #1, check on experiment #2.

Ask students to make some comments on how oceans get salty and why they are saltier than the rivers which flow into them.

Discuss talk taken, then read the story "The Magic Grinder"

Have students make a picture of the magic grinder.

Resource Materials:

"The Magic Grinder" --
Compton's Young Children's Precyclopedia, Vol. 11 p. 96

ACTIVITY 5 Suggested Subject Area: Science

Demonstration of evaporation - condensation.

Ask students to watch carefully to see if they can detect rain being made. Seat students in a semi-circle to watch.

1. Heat water in teakettle to boiling - Ask "where is cloud coming from?" Introduce term evaporation.
2. Place large spoon in cloud - show children water collecting on outside. Ask, "Where does this water come from?" (Let children speculate - don't give any answers at this point.)
3. Hold can full of ice in steam - what happens? "Where does water come from?"

On board develop a water cycle chart showing progress of water.

Have students make a picture of the water cycle in operation.

MATERIALS 5

teakettle
hot plate
large, long handled spoon
metal can with ice

ACTIVITY 6 Suggested Subject Area: Science

Show film "Oceans - A First Film" MP 1327 - P.E. (IMC)

Discuss information presented in film.

Give students old magazines to find and cut out pictures of sea life. Put all pictures on a bulletin board in random arrangement.

MATERIALS 6

Film: "Oceans - A First Film"
MP 1327 - P.E. (IMC)

old magazines

ACTIVITY 7 Suggested Subject Area: Music

Sing: "The Restless Sea" Page 50
"Calling the Tides" Page 142

These two are from This is Music, 4

"The Sea" page 168, Understanding Music, 4

MATERIALS 7

This is Music, 4
--Allyn and Bacon

Understanding Music, 4
--American Book Co.

ACTIVITY 8

Show film "A Fortnight at Nine Fathoms" or "Ocean Currents" and discuss afterwards.

MATERIALS 8

Film:
"A Fortnight at Nine Fathoms" IMC

"Ocean Currents" IMC

CONCEPTS

A Marine Biologist's job is one of technical skills and intensive training. A Marine Biologist does a lot of research on and experimenting with plant and animal life in the sea. There are many types of plant and animal life in the sea. The resources of the ocean need to be used wisely and not wasted.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. The students will be able to classify marine animals as fish or shellfish.

   A. Test Description: Place samples or pictures of animal life on tables. Students will write down whether they are fish or shellfish, or indicate orally.

2. Students will be able to demonstrate a simple understanding of why fish are especially suited to to their environment.

   A. Test Description: In individual conferences have the students explain the concept.

RESOURCE PEOPLE

Scuba Diver

FILMS

"Exploring the Ocean" MP 1222
"Life Between Tides" MP 5274
"Seal Island" MP 9016

SUPPLIES

Seashore Display Kit (IMC)

Shell Display

FILMSTRIPS

*"Ocean Life Scientist" People Who Work in Science GA

*"Learning about the World Beneath the Sea" Imperial

FIELD TRIPS

* C A Center

BOOKS

Understanding Music, 4 (text) American Book Co.

ACTIVITY 1 Suggested Subject Area: Science

Put out seashore display from IMC.

Let children spend some time looking at the specimens, choosing a book they would like to read, making a picture of one of the animals or shells.

Show and discuss the filmstrip.

MATERIALS 1

Seashore Display from IMC

Filmstrip:
"Ocean Life Scientist" People who Work in Science - GA CA Center

ACTIVITY 2 Suggested Subject Area: Science/Language Arts

Have students select a partner to work with.

Place a specimen on the desk of each team.

Ask students to find out everything they can about their creature, using things they already know, what they can observe, and any books or other sources of information.

Have each team make a picture and write down some of the most important information about the animal.

MATERIALS 2

IMC Oceans Kit

As many books about the ocean as can be assembled.

ACTIVITY 3 Suggested Subject Area: Science

Share information gathered on each specimen with class. Begin to question about likenesses and differences - putting similar animals together.

After all reports have been finished, suggest that these animals could probably be divided up into groups of animals that are somewhat similar.

Have students suggest some categories and the animals that would fit each category.

Give each student several pictures from bulletin board display. Group pictures according to categories decided on by class. If an animal doesn't fit a category, class will have to decide on another group.

These pictures can be mounted on a mural, group name and characteristics on mural with pictures.

Ask students to bring any shells they have at home for a shell display. Shells should be marked with masking tape before exhibiting them.

MATERIALS 3

ACTIVITY 4

Divide students into groups of 4.

Give each group at least 5 different shells with directions to find ways to group their shells. Have them make a record of all the different groups they made.

Then tell each group to decide on a certain group of shells to collect. Get as large a collection as they can by trading with other groups.

Questions for discussion:

What are some ways things can be sorted into groups?

What kinds of groups did each team decide to collect?

Why were these more valuable to you?

What uses do you think the Indians might have made of shells like these?

MATERIALS 4

At least 40 shells of a variety of shapes, sizes, colors.

ACTIVITY 5 Suggested Subject Area: Art

Crayon resist deep-sea pictures.

Show on opaque projector 4 or 5 pictures of undersea life from National Geographic or other sources, or show selected frames from a filmstrip on ocean life.

Then suggest the children draw and color some sea plants and animals, leaving the background uncolored. Crayons should be used heavily.

Then paint over the entire picture with a fairy thin blue tempera to be the water. Paint can be blotted off the animals or left to dry spotty.

Display finished pictures.

MATERIALS 5

Pictures of ocean life or filmstrip showing undersea life.

Drawing paper
crayons
tempera

ACTIVITY 6 Suggested Subject Area: Music

Sing the ocean songs learned previously and learn the following new songs:

"I Come to the Beach" page 110
"The Shell" page 117

from Understanding Music, 4

MATERIALS 6

Book: Understanding Music, 4
--American Book Co.

ACTIVITY 7

Ask students to suggest ways scientists could learn more about the life in the ocean.

Show the filmstrip "Learning About the World Beneath the Sea"

Discuss special tools, methods seen in the filmstrip.

MATERIALS 7

Filmstrip: "Learning About the World Beneath the Sea"
--Imperial

ACTIVITY 8 Suggested Subject Area: Science/Language Arts

Invite a scuba diver to come and show his equipment and talk about the uses of scuba diving.

MATERIALS 8

Resource Person: Scuba diver with his diving gear.

ACTIVITY 9 Suggest Subject Area: Science

Show one or more of these films from IMC

MATERIALS 9

Films: "Exploring the Ocean" MP 1222
"Life Between Tides" MP 5274
"Seal Island" MP 9016

CONCEPTS

Icthyologists study the development, structure, habits, geographical distribution and conservation of food and game fish. This field of work is very specialized and requires much intensive study. The resources of the ocean need to be used wisely and not wasted.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. The students will demonstrate an understanding of essential elements necessary for survival of fish.

   A. Test Description: Refer to Activity #3.

2. The students will be able to demonstrate an understanding of the life of a fish.

   A. Test Description: Students will draw the stages in a fish's life: eggs, baby fish, adult fish.

   B. Test Description: In individual conferences the students will explain the stages of a fish's life to the teacher.

3.4 ICTHYOLOGIST

GRADE 3

RESOURCE PEOPLE

Fish and Game Biologist

FILMS

"Fish and Their Characteristics"
"Way of a Trout"
"Troubled Journey"

Idaho Fish and Game (Order early)

SUPPLIES

6 Goldfish
Acquarium supplies (Act. 3)

FILMSTRIPS

FIELD TRIPS

BOOKS

* Funny Folks in Limerick Land - Garrard

This is Music, 4 (text) Allyn and Bacon

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Science/Language Arts

Divide students into 6 groups.

Give each group a goldfish to observe and answer the following questions about.

1. Describe your fish, using good picture words.
2. Tell how he swims.
3. How does he breathe?
4. How does he turn and change directions?
5. Gently touch your fish. How does he feel?

Discuss observations and characteristics of fish.

MATERIALS 1

6 goldfish
glass jars

ACTIVITY 2 Suggested Subject Area: Language Arts

Have children write and illustrate poems or stories about goldfish. Encourage them to look at the fish again for inspiration or ideas. Many might be interested in writing Limericks about ocean subjects. Use the book as samples.

MATERIALS 2

Book: Funny Folks in Limerick Land -- Garrard (CA Center)

ACTIVITY 3 Suggested Subject Area: Science

Have each fish group make aquarium including 2 guppies, 1 water plant, 2 snails, sand and water.

(Invite the Science Supervisor for Boise Schools to help with this project.)

Have each group prepare a diary. Assign each member a day to observe the aquarium and record his findings.

MATERIALS 3

Resource Person:

Science Supervisor

Guppies
Water Plants
Snails
Sand
Wide mouth gallon jars

ACTIVITY 4 Suggested Subject Area: Music

Sing the following songs:

"The Codfish" page 71
"Song of the Needlefish" page 119

These are both from This Is Music, 4

MATERIALS 4

This Is Music, 4
--Allyn and Bacon

ACTIVITY 5 Suggested Subject Area: Science

Show one of the following films from Idaho Fish and Game Department.

"Fish and Their Characteristics"
"Way of a Trout"
"Troubled Journey"

MATERIALS 5

One of the following films from Idaho Fish and Game

"Fish and Their Characteristics"
"Way of a Trout"
"Troubled Journey"

ACTIVITY 6

Invite speaker from Idaho Fish and Game Department to come and talk about Idaho fish and work the Fish and Game Biologist does with fish.

ACTIVITY 6

Resource Person:
From Idaho Fish and Game Department

CONCEPTS

Many people in the world depend upon the ocean for food. Commercial fishermen catch millions of tons of fish and shellfish each year. Commercial fishing is a vital part of our economic structure. Commercial fishing requires much experience and knowledge of sea life.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. The students will be able to name at least five fish or shellfish caught and sold commercially.

   A. Test Description: Students will list the fish or shellfish on paper.

   B. Test Description: Students will name the fish or shellfish in individual conferences.

2. The students will be able to demonstrate how the oceans are important to man as a source of food.

   A. Test Description: The students will draw a picture of a seafood market with wares on display or a fishing operation at sea.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

* "Fishing" People, Places, Products - Field
* "Harvest from the Sea, Story of Fishing" -Troll
* "The Ocean is Jobs for People" - Imperial

BOOKS

This Is Music, 4 (text) Allyn and Bacon

Understanding Music, 4 (text) American Book Co.

* All About Tuna (room set booklets)
* Ricky and Debbie in Sardineland (room set of booklets)

SUPPLIES

* Print "Fishing" Sardines and Crackers

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Health/Social Studies

Discuss display print from "Fishing" unit of People, Places, Product kit.

Encourage children to comment about and question the pictures. Talk about food from the ocean, kinds of seafood they have eaten.

Show the filmstrip "Fishing"

Discuss questions such as the following:

What kind of people would become fishermen?
Would you like to fish for a living?
What do you think are some of the problems of fishermen?

MATERIALS 1

Display print "Fishing"
People, Places, Products

Filmstrip:
"Fishing" (From same kit)

ACTIVITY 2 Suggested Subject Area: Music

Sing songs previously learned in this unit.

Learn the following fishing songs:

"The Squid Jiggin' Ground"	page 58	This Is Music, 4
"My Boat"	page 157	This Is Music, 4
"Song of the Fishes"	page 149	Understanding Music, 4

MATERIALS 2

Books:

This Is Music, 4
--Allyn and Bacon
Understanding Music, 4
--American Book Co.

ACTIVITY 3 Suggested Subject Area: Reading/Social Studies

Look at booklet All About Tuna. Study and discuss pictures. Teacher can supply background information.

(The text is too difficult for most 3rd graders, but students will be able to see how tuna is caught and processed by reading pictures.)

Show filmstrip "Harvest from the Sea, Story of Fishing"

Discuss fishing and jobs the men do as seen in this filmstrip.

MATERIALS 3

Booklet: All About Tuna --Tuna Research Foundation

Filmstrip: "Harvest from the Sea, Story of Fishing" -Troll (CA Center)

ACTIVITY 4 Suggested Subject Area: Reading/Social Studies

Give each student a booklet, Ricky and Debbie in Sardineland from the Maine Sardine Council to read independently.

Discuss how sardines are caught and processed.

Provide a sardine for each student to taste on a cracker.

MATERIALS 4

Booklets: Ricky and Debbie in Sardineland --Main Sardine Council

4 or 5 cans of sardines
crackers

ACTIVITY 5 Suggested Subject Area: Social Studies

Have tasting party of as many seafoods as possible. Have name of each food printed on card beside the container.

Some suggestions include:

crab	salmon
shrimp	oysters
clams	kippered herring
halibut	tuna

(Use toothpicks for tasting. Each child needs only a very small sample.)

Show filmstrip "The Ocean is Jobs for People"

MATERIALS 5

Seafood samples
Toothpicks
Napkins
Paper plates

Filmstrip: "The Ocean is Jobs for People" --Imperial

CONCEPTS

The occupation of astronaut is an emerging field of work. There are many occupations within the space science industry. In most space industry occupations, much specialized training is required. A knowledge of space and scientific mechanics is essential in this field.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Upon completion of this unit the students will be able to demonstrate an understanding of the major jobs of an astronaut on a space flight.

   A. Test Description: Students will list five major job responsibilities.

   B. Test Description: In an individual conference the student will be able to describe the job of an astronaut on a space flight.

2. Upon completion of this unit students will demonstrate a simple understanding of the rocket and space vehicle used in space travel.

   A. Test Description: Students will draw a picture of the rocket and space vehicle.

RESOURCE PEOPLE

FIELD TRIPS

To Capital High School Planetarium

FILMS

FILMSTRIPS

* 1. "How an Astronaut Lives in Space"
* 2. "How Space Science Helps Us"
* 3. "How Rockets Work"
* 4. "How Gravity Works"
--Filmstrip House

* "How Rockets Work"
* "How Satellites Stay in Orbit"
--Coronet

(All available from CA Center)

BOOKS

* Come to Work With Us in Aerospace - Sextant
* I Want to Be a Space Pilot - Children's Press
(CA Center

Texts: Discovering Science, 3 - Merrill
This is Music - Allyn and Bacon (Book 4)

Into Space With the Astronauts - E.M. Hale
The Big Book of Space - Hurst
What's Inside of Engines - Zim
(School Library)

Numerous other books available from school library.

SUPPLIES

Kit from Coca Cola Company:
* Man and His Environment
(CA Center)

See optional suggestions. If any are chosen, supplies will be needed.

Crossword Puzzles:
* The Astronauts
* Rockets in Flight
* Moon
* Space Words
* Rocket Launching
* Rocket Reentry
(CA Center)

*CA Center Furnishes

3.6 ASTRONAUT

GRADE 3

ACTIVITY 1 Suggested Subject Area: Social Science/Reading

MATERIALS 1

Discovering Science, 3

The Big Book of Space - Hurst

It is suggested that this unit be done in conjunction with Chapter 10, "Looking Into Space" of Discovering Science, 3

We will assume the students are going on a space voyage to the moon. The trip will last 10 days, three days to travel each way, and four days there.

Ask the students to meet in groups of three and decide what they must take with them on the trip. No preliminary briefings for this activity. After a period of time, ask each group in turn to name one thing and the teacher write them on the board. Do not let them name anything which was previously named.

Transfer the list to a chart for future reference.

Read portions of the book The Big Book of Space and show them the pictures from the book.

ACTIVITY 2 Suggested Subject Area: Language Arts/Social Science

MATERIALS 2

Filmstrips:
"How Astronauts Live in Space"
"How Space Science Helps Us"
--CA Center

Show the filmstrip "How an Astronaut Lives in Space". Discuss what is necessary for space travel from what they saw in the strip.

Now show "How Space Science Helps Us" and discuss this filmstrip.

Ask the students to write a four line poem about space, astronauts, or space ships. They might include what they would find when they arrived on a planet.

As they finish, have them placed on the bulletin board for all to read or have them draw a space traveler.

ACTIVITY 3 Suggested Subject Area: Social Science

Use the k't Man in His Environment and go through the space learning game "Rescue in Space". This game is quite advanced for third graders, but can be modified for this level.

It is a good resource for activities in space travel. There is excellent information on supplies for space travel and activities for the trip itself.

Have the students refer to those items which were listed on the chart and compare those to the ones in the kit.

MATERIALS 3

Kit Man in His Environment
--CA Center

ACTIVITY 4 Suggested Subject Area: Science

Show the filmstrips "How Rockets Work". Afterwards explain the process using prepared diagrams or chalkboard.

Ask the students to each draw a simple diagram of how a rocket works. Some good diagrams can be found in many books on space and in science texts.

Discovering Science, 3 page 231; What's Inside of Engines page 27 The Big Book of Space are some examples.

They should include in their diagrams the space capsule portion.

Place these diagrams so all the students will be able to see them.

MATERIALS 4

Filmstrips:
"How Rockets Work" - Coronet
"How Rockets Work" - Filmstrip House
-- CA Center

Books:
Discovering Science, 3 (text)
What's Inside of Engines - Zim
The Big Book of Space - Hurst
--School Library

ACTIVITY 5 Subject Area Suggested: Science

Take a field trip to Capital High School Planetarium. As a preface and follow up of this trip, correlate pages 1 to 11 and 215 - 237 of Discovering Science, 3. The time allowed for these pages would probably be 15 - 20 minutes for 4 or 5 days.

Review:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
(From appendix of this book)

MATERIALS 5

Field trip to Capital High School Planetarium

Discovering Science, 3 (text)

ACTIVITY 6 Suggested Subject Area: Music/Art

Have the students sing the following songs from This Is Music, 4
"My Rocket Ship"
"The Man in the Moon"
"Planets"

Make a list of all the workers needed for space flight. Come to Work With Us in Aerospace provides many occupations plus duties of each.

The students might make a bulletin board display of space travel and workers.

MATERIALS 6

Books:

This Is Music, 4 (text)
--Allyn and Bacon

Come to Work With Us in Aerospace
--CA Center

GRADE 3

ACTIVITY 7 Suggested Subject Area: Spelling

Use the crossword puzzles found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

The puzzles included in this unit are:

- The Astronaut
- Rockets in Flight
- Moon
- Space Words
- Rocket Launching
- Rocket Reentry

MATERIALS 7

Crossword Puzzles:
The Astronauts
Rockets in Flight
Moon
Space Words
Rocket Launching
Rocket Reentry
(CA Center)

ACTIVITY Optional

1. Have the students make a large space rocket out of boxes and any other appropriate material. (Contact CA Counselor for help with materials)

2. Do the experiments on page 239 of the science text Discovering Science, 3

3. Read some of the following books to the students, or have them read as library books:

   Come to Work With Us in Aerospace
   I Want to Be a Space Pilot
   Into Space With the Astronauts
   ABC's of Space - Asimon
   Rocket to the Moon - Bonestill
   The Big Book of Space - Hurst
   The Moonwalk Adventure - Friskey
   Discovering Aerospace - Pacilio

4. Continue using the kit Man In His Environment. Do the supplementary suggestions on pages 9 and 10 of the manual. Take as much time with these areas as you feel the students are gaining an understanding. These will need simplification.

5. Show one or more films from I.M.C. "Kids Rocket Story", "Why Explore Space"

6. Show filmstrip "How Gravity Works" Discuss problems astronauts have to solve because of gravity or lack of it. (Filmstrip available from CA Center)

MATERIALS Optional

See activities for materials suggestions.

3.7 RAILWAY ENGINEER

CONCEPTS

The railway industry is vital to our national economy. Railroads were very instrumental in shaping the history of our nation. The railway industry affects our lives throughout the country. Railway worker's jobs are desirable, productive occupations. The jobs within this industry are varied and require a varying degree of training.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to describe a main duty of a railway engineer, switchman, yardmaster, conductor, and gandy dancer upon completion of this unit.

   A. Description: Class meeting
   Teacher Directions: Refer to activity #5.

   B. Description: writing exercis
   Teacher Directions: Ask the students to write a short story or poem illustrating the work of the following railway workers: railway engineer, switchman, yardmaster, conductor, gandy dancer.

   C. Description: Written test
   Teacher Directions: Give each student a piece of lined paper. Ask the students to write a main duty of a railway engineer, switchman, yardmaster, conductor, and gandy dancer.

GRADE 3

ACTIVITY 1

Suggested Subject Area: Social Science, Language Arts, Reading

Explain to the students there are many terms which are necessary to learn about railroading. List on the board the following. As you list each ask students to identify and tell about it. Afterwards have a picture to point out what the word is.

Equipment	Fixtures	Personnel
steam locomotive	track	engineer
Diesel locomotive	rails	fireman
electric locomotive	signals	conductor
tender	ballast	signalman
boxcar	ties	yardman
livestock carrier		yardmaster
gondola		switchman
tank car		gandy dancer
refrigerator car		inspector
flatcar		
ore hopper		
piggyback car		
caboose		
coach		
baggage - mail car		
sleeper		
diner		
observation car		

Teacher begin reading to the class the book The Runaway of Old '88 (2 or 3 days)

MATERIALS

Picture packet
Charts
Encyclopedias

Book:
The Runaway of Old '88
--Little, Brown and Co.

ACTIVITY 4 Suggested Subject Area: Social Science

Pass out a copy of Rails Across America to the students. Go through the booklet and read it for them aloud as they follow along.

It is a good historical account of railroading in the United States.

MATERIALS 4

Booklet: Rails Across America

ACTIVITY 5 Suggested Subject Area: Reading

Show the film "The Little Engine That Could" (11 min.) and discuss it briefly emphasizing the main theme of the film.

Show one of the films below:
"The Passenger Train"
"Freight Train"
"Railroads, Lifeline of the Nation"
"Trucks and Trains"

Discuss the railway workers, items shipped, types of trains, different lines observed. Emphasize the railway engineer along with other workers. Ask students to explain what a railway engineer does. Have one student look up railway engineer in the Junior Occupational Briefs.

Ask him to read parts of this to the class. Stress the job outlook, training, and specifics of the job.

MATERIALS 5

Films:
"The Little Engine That Could"
"The Passenger Train"
"Railroads, Lifeline of the Nation"
"Freight Train"
--from B.S.C. Library

"Trucks and Trains"
--from Boise Schools

Books: SRA Work Briefs-SRA

ACTIVITY 6 Suggested Subject Area: Music, Reading

Students sing "Trains" from Music Through the Years. Talk about the descriptions of trains in the song.

Students read "The Men Who Run the Trains" from Friends Far and Near. Point out in the story the engineer's duties and responsibilities.

Teacher read to the students the book John Henry: Steel Drivin' Man

MATERIALS 6

Books:
Music Through the Years
--Follett Pub. Co.

Friends Far and Near
--Ginn and Co.

John Henry: Steel Drivin' Man
--Garrard

GRADE 3

ACTIVITY 7 Suggested Subject Area: Social Science

MATERIALS 7

Books: World Book Encyclopedia

List on the chalkboard the following Class I railroads:

Union Pacific - entire west
Southern Pacific - southwest
Atchison, Topeka and Santa Fe - southwest
Burlington Northern - midwest, northwest
Missouri Pacific - midwest
Illinois Central - mideast
Rock Island - midwest
Penn Central - northeast
Baltimore and Ohio - northeast
Norfolk and Western - east
Southern - southeast
Seaboard Coast Line - southeast

Indicate to the students that these are only eleven of the 69 large railroads in the United States, but they are the most important ones. Indicate the general area of the country in which the railroad operate. Ask them to explain why many areas of the country have many railroads operating in them.

Show them the map of the U.S. which indicates where the major United States Railroad Lines go. (World Book Encyclopedia, page 103)

Point out where things would have to go to be shipped from Boise to San Francisco or Alburquerque, etc. It is not important that students know the lines; however, by mentioning a few they become familiar with the industry.

Mention the general extent of a train crew's "run". They will only take the train a certain distance and then the crews are changed. Now it is Nampa to Glenns Ferry for one day, but they want to change that to Nampa to Pocatello as the trains can cover so much more territory in a day.

Point out that Boise is not on the main line, but only a spur from Nampa and Orchard.

ACTIVITY 8 Suggested Subject Area: Science

Draw on the chalkboard a diagram (or have one previously done) of a railway steam engine. Indicate how the engine runs through the principle used. (coal, water, steam, force) Show only those essential parts necessary to explain the principle. Mention other forms of motive power on railways: wood used in the past, oil, kerosene, electric. Show pictures of these.

Students get together in groups of four and each group draw a steam engine diagram from memory of the explanation. Go from group to group until you are certain they understand. Place the finished drawings on the bulletin board.

Explain the field trip the next day. Ask the students what they think they should get out of the trip, what they should look for, and questions they might ask the director.

MATERIALS 8

Book: What's Inside of Engines --3M (page 7) in school library

Materials:
paper
pencils
tacks

Pictures:
Various forms of engine power

ACTIVITY 9 Suggested Subject Area: 2 hour field trip

Class visit the Idaho State Historical Museum to observe the historical railway scenes and exhibits. Also view the steam engine in the park.

Stop by the railroad yard in Boise (between Capital and Americana) and have students look at the tracks, switches, walk the rails, look at freight cars, engine if present. Check with Union Pacific for permission.

Upon returning take a short period of time to discuss the trip.

1. What did they like best?
2. What did they see that pertains to the previous activities covered?
3. Why would railroading be a good job?

MATERIALS 9

Arrangements through Resource Director for the trip in advance.

ACTIVITY 10 Suggested Subject Area: Spelling

Use the crossword puzzles found in the box of supplies. Run off copies on each student has one for reference. It is suggested the teacher go over the first puzzle with the class.

MATERIALS 10

Crossword Puzzles "Trains"

3.8 CARPENTER
3.9 SHIP CAPTAIN

CONCEPTS

The waterways industries and shipbuilding are economically very important to our nation and community. Many things we use are dependent upon water transportation to reach us. The waterway industries are varied as are the ships themselves. There are many job areas connected with the waterway industry and shipbuilding. The ship captain is a highly trained person with much responsibility. Jobs in these industries are productive and desirable.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Upon completion of this unit the students will be able to identify the job done with the type of ship in 75% of the cases listed in a matching situation.

   A. Test Description: Sentence completion activity
      Teacher Directions: Refer to activity #4

   B. Test Description: Quiz game
      Teacher Directions: Refer to activity #5.

RESOURCE PEOPLE

FILMS

"Tankers Aweigh"
(CA Center will order with 3 weeks notice)

FILMSTRIPS

"Stormalong", 257
"Ships", 130
"Freighter", 506
"Passenger Liner", 509

(Can be ordered from IMC)
*"Ships Large and Small", ERS (CA Center)

FIELD TRIPS

BOOKS

World Book Encyclopedia (Schools)

SUPPLIES

Aluminum foil
Containers for water, pans, buckets

(Teacher supplied)

*"Boats" - Crossword Puzzle by Ideal (CA Center)

Floating soap

Sipper straws
Thin paper
Paints or crayons
Blunt knife
Orange stick
Scissors

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Language Arts

List on the chalkboard the following terms, or any number you wish to use.

Have a picture of a ship or drawing on display large enough for all the students to see. As each term is written, ask the students to tell the class what it means and point it out on the picture.

The teacher might also draw a cutaway picture on the chalkboard using these terms.

About	Bulkhead	Hull	Seaworthy
Aft	Companionway	Keel	Shipshape
Aloft	Crow's Nest	List	Starboard
Amidships	Deck	Mooring	Stem
Beam	Forward	Port	Stern
Below	Gangway	Porthole	Superstructure
Bow	Hatchway	Scuttle Butt	Topside
Bridge	Hold		

MATERIALS 1

World Book Encyclopedia
1971 page 334

ACTIVITY 2 Suggested Subject Area: Social Science

Read to the students the section "Building a Ship" on pages 337-340 from The World Book Encyclopedia. Emphasize the five steps in shipbuilding:

Laying the keel, building the hull, building the superstructure, launching, and outfitting.

Mention the time it takes to build ships, the endless construction materials, and the expense involved.

Ask students to think of different occupations necessary for ship building:

Ship Designers	Electricians	Painters
Carpenters	Welders	Interior Decorators
Pipefitters	Sheet Metal Workers	Draftsmen
Plumbers	Truck Drivers	Hydrologists
		(and many more)

MATERIALS 2

World Book Encyclopedia

ACTIVITY 3 Suggested Subject Area: Science

Have students build ships out of aluminum foil or other materials. Give each the same amount of foil and tell them to build a ship which must be seaworthy and carry cargo. They might use cardboard or heavy paper to form the ship.

When they have them built have a contest to see which student's ship will carry the heaviest weight. (Have a number of pans or buckets of water and some weights of some type to be carried in the room.)

Also students can judge which is the best built ship. Emphasize the better built ships, better designed ships, will carry the heavier loads, as in real ships.

MATERIALS 3

Aluminum foil
Containers for water
Weights

ACTIVITY 4 Suggested Subject Area: Spelling

Give each student a mimeographed copy of the crossword puzzle "Boats". They are to complete it in a prescribed time. Then go over the results with the class and explain all the terms used.

MATERIALS 4

"Boats" -- Crossword Puzzle by Ideal (CA Center)

ACTIVITY 5 Suggested Subject Area: Social Studies

Show the filmstrip "Ships Large and Small". Discuss the purposes of the different ships - why they are different sizes.

MATERIALS 5

Filmstrip:
"Ships Large and Small", ERS (CA Center)

GRADE 3

ACTIVITY 6 Suggested Subject Area: Language Arts, Literature

Show the filmstrip "Stormalong". Discuss the story with the students as it is presented.

As time permits, the filmstrips "Ships", "Freighter", or "Passenger Liner" might be shown.

MATERIALS 6

Filmstrips:
"Stormalong" --#257 IMC
"Ships" -- #130 IMC
"Freighter" -- #506 IMC
"Passenger Liner -- #509 IMC

ACTIVITY 7 Suggested Subject Area: Social Studies, Art

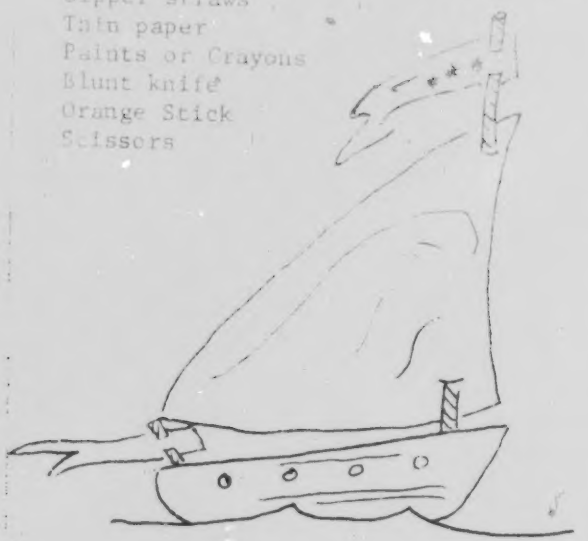
Do one or more of the following suggestions:

1. Show the film "Tankers Aweigh". It must be ordered from Standard Oil of California about a month in advance. This film is a good concluding activity for these units.
2. Students draw and color various kinds of ships or people who work on ships, each doing a different one. They might do them as serious drawings or as cartoon types.
3. Make soap ships. Mark off one end of a large cake of soap with an orange stick for the bow. Cut away the marked-off section with a knife. Polish and rub it smooth with the palm of your hand. Cut or tear pieces of paper into different shapes for flags and sails. Decorate them with paints or crayons. Punch holes at the top and bottom of each. Run a sipper straw through the flags and sails for a flagpole. Press the flagpole into the bow of the ship. Press a small flagpole and flag into the stern, or back end of the ship.

MATERIALS 7

Film:
"Tankers Aweigh"
--Standard Oil of California

Floating soap (large and small cakes)
Sipper straws
Tain paper
Paints or Crayons
Blunt knife
Orange Stick
Scissors



RESOURCE PEOPLE

Naval Personnel

FILMS

"The Big E" - Idaho Petroleum Council
(CA Center will order with 3 weeks notice)

SUPPLIES

World Map (Teacher)

*Packet - CA Center

FILMSTRIPS

* "The Ocean Is Transportation" - Troll Assoc.
(CA Center)
* "Water Systems" - Coronet
(CA Center)

FIELD TRIPS

BOOKS

* Bob Bodden and His Sea Going Farm - Garrard
(CA Center)
This Is Music, 3 and 4 - Allyn and Bacon
(Texts in Buildings)

*CA Center Furnishes

3.9 SHIP CAPTAIN

GRADE 3

ACTIVITY 1

Suggested Subject Area: Reading

Read the book Bob Bodden and the Sea Going Farm to the students. Use world map to point out locations where Bob found things for his farm.

Ask students to look through old magazines at home and clip out pictures of ships they find and bring them to class.

MATERIALS 1

Book:
Bob Bodden and the Sea Going Farm
--Garrard

World Map

ACTIVITY 2

Suggested Subject Area: Social Science

Make a bulletin board display out of the pictures the students brought from home. (There are also a number of pictures of ships in the packet.)

Try to use only one ship of each type. Ask students to bring up pictures, one at a time. When they bring up a picture, ask them to tell the class, if they can, what the ship does.

Mention ships which are not pictured. Include passenger liners, freighters, refrigerator ships, ore carriers, seatrains, towboats, barges, ferries, tugboats, etc.

Have a number of encyclopedias on display which the students can observe.

Show the filmstrip "The Ocean is Transportation". Discuss the various ships observed in it.

MATERIALS 2

Packet
Encyclopedias

Filmstrip:
"The Ocean Is Transportation"
--Troll Associates (CA Center)

3.9 SHIP CAPTAIN

GRADE 3

ACTIVITY 3 Suggested Subject Area: Music

MATERIALS 3

This Is Music, 4
This Is Music, 3 Allyn and Bacon (Texts)

SRA Work Brief "Ship Pilots" (Packet)

Students sing some songs from This Is Music, 4:
"Three Jolly Sailors"
"Blow, Boys, Blow"
"Shenandoah"
"Paddy Works's Boats"

"My Boat"
"Row, Row, Row Your Boat" (Round) from This Is Music, 3. (Page 12)

Read to the students the SRA Work Brief "Ship Pilots" from the Packet.

ACTIVITY 4 Suggested Subject Area: Social Science, Geography

MATERIALS 4

Filmstrips:
"Water Systems" - Coronet
(CA Center)

Show the filmstrips "Water Systems"

List these ships on the chalkboard:

1. Ferryboat
2. Tugboat
3. Barge
4. Passenger Liner
5. Freighter
6. Lumber Carrier
7. Ore Carrier
8. Tanker
9. Fishing Trawler
10. Seatrain

Now give each student a sheet of paper with the following sentences. They are to fill in the blanks. (See following page for sentences.)

ACTIVITY 4 (Continued)

1. I have a heavy load of iron ore to carry from Minnesota to Chicago on the Great Lakes. I am a _____.
2. I help my crew catch tuna off the coast of California. I am a _____.
3. I carry passengers and cars across Puget Sound from Seattle to Bremerton, Washington. I am a _____.
4. I carry hundreds of passengers from England to New York City. I am a _____.
5. I carry railroad cars between New Orleans and Miami. I am a _____.
6. I carry oil from the oil fields of Arabia to France. I am a _____.
7. I do not have an engine but am pulled up the river by a tug. I carry a load of coal from Memphis to St. Louis. I am a _____.
8. I carry many logs from Portland, Oregon to Tokyo, Japan. I am a _____.
9. I am small, very powerful, and push many large ships into port. I work the San Francisco Bay. I am a _____.
10. I carry hundreds of Volkswagens from Hamburg, Germany to Houston, Texas. I am a _____.

GRADE 3

ACTIVITY 5 Suggested Subject Area: Geography, Reading

MATERIALS 5

Wall Map of World

From the questions in Activity 4, have the students point out on a wall map where the particular ship operated. As 2 or 3 students come up at a time and find the locations on a map, the one who finds it first explains to the class the location or the route taken by the ship.

Quiz Game:

Divide the room into two teams who will stand on opposite sides of the room. One member of a team states a job he does as a ship (i.e. carry a load of ore). He then asks the first member of the other team to identify the kind of ship he is portraying. If that person guesses correctly, he may ask a question of the other team. If he misses, he must sit down and the question is asked of the next member of the team. The team which has everyone sitting first loses.

Have types of ships listed on chalkboard. They might also use terms identified with shipping.

ACTIVITY 6 Suggested Subject Area: Social Studies

MATERIALS 6

Resource Person:
Naval Personnel

Have a resource person speak to the class about life aboard a ship. The Navl Recruiting or Naval Reserve will supply a sailor. This proved very interesting for the students.

3.9 SHIP CAPTAIN

GRADE 3

ACTIVITY 7

Suggested Subject Area: Social Studies

MATERIALS 7

Show the film "The Big E" from Idaho Petroleum Council. This 20 minute film shows life aboard the aircraft carrier Enterprise and how oil helps run the ship.

Film:
"The Big E"
--Idaho Petroleum Council

3.10 COOKS AND CHEFS

CONCEPTS

Cooks and chefs prepare food in restraurants, hospitals and schools. Food must be carefully prepared and served in an attractive way.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will show an understanding of the work of cooks and chefs by preparing simple foods for their classmates.

   A. Test Description: Group activity - preparing pancakes.
   Teacher Directions: Refer to activity #5.

3.10 COOKS AND CHEFS

RESOURCE PEOPLE

FILMS

FILMSTRIPS

FIELD TRIPS

High School Food Services Center

BOOKS

Booklets:

* Young Cook's Bake-a-Bun Book
* SRA Occupational Brief

GRADE

SUPPLIES

*Measuring utinsils - CA Center

Dried beans or peas
Rice
Salt
Paper Plates
Math worksheet
(Teacher supplied)

For Optional Activity:
Electric griddles or frypans
spatulas
butter
syrup
pancake ingredients:
- flour
- corn muffin mix
- eggs
- salt
- oil
- dry milk
- sugar
- water
- (or use a mix which requires only water, or water, eggs and oil)

* Packet of materials (CA Center)

*CA Center Furnishes

3.10 COOKS AND CHEFS GRADE 3

ACTIVITY 1 Suggested Subject Area: Language Arts

MATERIALS 1

Discuss recipes. What is a recipe? Why are they useful? What information do they give?

Room set of Bake-a-Bun Books.
Single copy Bake-a-Bread Book (CA Center)

Pass out the Bake-a-Bun booklets to each student. Go over the first few pages and read them orally. Explain the equipment needed on page 3. Show examples of these in the classroom.

Baking equipment for display.

Go over the recipe for bun making. Read the stories from the Bake-a-Bread Book to the students.

ACTIVITY 2 Suggested Subject Area: Language Arts

MATERIALS 2

Read the Work Brief "Cooks and Chefs" in packet.

Ask students to write down their favorite food. They should get a recipe for this food from their mothers and bring to class the next day. Give these to the secretary who can type them, run off copies. Students can later make booklets of these to take home. They might make a picture for the cover of the booklet showing some type of cook or chef at work.

3.10 COOKS AND CHEFS

GRADE 3

ACTIVITY 3 Suggested Subject Area: Math

MATERIALS 3

Measuring cups and spoons (CA Center)

dry beans, peas, rice, salt, etc. for measuring practice

Students may not be familiar with fractions. Show them the markings on the measuring cups and spoons.

Pour beans, macaroni, rice, etc. into bowls.
Demonstrate how to measure 1/3, 2/3, 1 cup, 1 1/3, 1 2/3, 2 cups.
Demonstrate how to measure 1/4, 1/2, 3/4, 1 cup, etc.
Demonstrate how to measure with spoons. (use rice or salt)

Divide class into groups of four. Have stations set up around the room so that the groups can perform the following experiments and solve the problems. It might be well to have a work sheet for each student.

Have students write answers to the following problems:
How many 1/4 cups make 1/2 cup?
How many 1/4 cups make 3/4 cup?
How many 1/4 cups make 1 cup?
How many 1/3 cups make 2/3 cups?
How many 1/3 cups make 1 cup?
How many teaspoons make 1 tablespoon?

Experiments: (Students copy on a sheet of paper how much of each they mixed to get the final results.)

1. 2 cups using macaroni and 2 kinds of beans. They must use quarter, half and full cups, or third, two third, etc. Any combination to come up with 2 cups. (Example: 1/2 cup white beans, 3/4 cup brown beans, 3/4 cup macaroni equals 2 cups.)

2. 1 1/3 cups, using all types.

3. Place 3 tablespoons of rice in a bowl. Ask students to find out:
   a) how many tablespoons
   b) how many teaspoons
   c) how many teaspoons make one tablespoon (three)

ACTIVITY 4 Suggested Subject Area: Health

MATERIALS 4

pictures of foods
paper plates
reference books

I. Make a list of each of the following foods that the children can think of: 1. vegetables, 2. fruits, 3. meat, 4. dairy products, 5. grains, breads, 6. nuts, 7. deserts.

Have sources such as books, recipe books, etc. available for children to check. Make pictures or cut out pictures from magazines or newspapers. Place the pictures by category on a table. Children select two or three they like from each category and place on their plates.

II. Place pictures in different classifications on a table. Children play smorgasbord and choose a balanced meal.

ACTIVITY 5 Suggested Subject Area: Social Studies

MATERIALS 5

Field trip to High School Food Services Center

Field trip to High School Food Services Center. Students eat lunch there and tour the facilities.

Review:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
(From Appendix of this book)

3.10 COOKS AND CHEFS

GRADE 3

ACTIVITY Optional Suggested Subject Area: Social Studies/Math

Divide class into groups of four. Prepare pancakes according to recipe chosen ahead of time. Choose one variation. Put butter and syrup on pancakes and eat them.

Note: Student helpers may be useful - one per group. They will need to be cautened only to help, not do things for younger children.

Recipe for Pancakes:

1 cup flour
1 cup corn muffin mix
1 egg
½ teaspoon salt
2 tablespoons salad oil
2/3 cup dry milk
¼ cup sugar
2 cups water

MATERIALS Optional

Pancake ingredients
Electric griddles or frying pans
Spatulas
Mixing bowls - CA Center
Measuring spoons and cups - CA Center
Mixing spoons - CA Center

paper plates
paper napkins
plastic forks
butter
syrup

3.11 FOOD SERVICE WORKERS

CONCEPTS

Food service workers include waitresses, busboys, waiters, restaurant owners. Skilled food service workers can help make a restaurant successful. Good manners are important.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to act out the work of a waiter, waitress, busboy, or restaurant owner.

   A. Test Description: Role-playing
   Teacher Directions: Refer to activities #1 and #4.

2. Students will be able to explain what good table manners are and why they are important.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #3.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to explain what good table manners are and why they are important.

RESOURCE PEOPLE

Restaurant Owner,
Manager

Host or Hostess

(or field trip)

FILMS

FILMSTRIPS

FIELD TRIPS

To Restaurant

(or Resource Person)

BOOKS

*I Want to Be a Restaurant Owner
--Children's Press (CA Center)

SUPPLIES

Ditto for table setting
Paper napkins
Menus
Order forms

*CA Center Furnishes

3.11 FOOD SERVICE WORKERS

GRADE 3

ACTIVITY 1

Suggested Subject Area: Social Studies

Discuss restaurants.
- What is a restaurant?
- What are some kinds of restaurants?
- What do people do in a restaurant?

Role-play the workers and customers in several kinds of eating places:
- Drive-Ins
- Cafeteria
- Restaurant

Read book I Want to Be a Restaurant Owner Discuss jobs described.

MATERIALS 1

Book:
I Want to Be a Restaurant Owner
-- Children's Press
(CA Center)

ACTIVITY 2

Suggested Subject Area: Social Studies

Learn about setting the table. Using a flannel board, show how plates, silverware, napkins are placed on a table in a restaurant. Ask students who wish to put on the cup and saucer and glass.

Give each student a set of construction paper "dishes". Let them practice "setting the table". Then have four or five form a group. Each one set the table for the whole group. After practicing with cut-outs, ask for volunteers to set the table using real dishes.

If time, talk about making attractive table settings. Ask students to set the table for a family meal at home.

MATERIALS 2

Flannel Board
Cut-outs for flannel board
(plates, silverware, glasses)

Construction paper "dishes"
(one set per child)

2 table settings of real dishes and silverware.

GRADE 3

ACTIVITY 3 Suggested Subject Area: Social Studies

MATERIALS 3

Divide class into groups of 4 or 5. Have them think of as many suggestions for good table manners as possible. Make a list. Then as a whole class, compile these lists. Put on chart to review during the sequence of this unit.

Ask children to choose a partner and a suggestion to act out. As they show the appropriate and inappropriate behaviors, let the rest of the class guess what the suggestion is that is being shown.

Example: Put your napkin in your lap and use it.

Actor 1: Sit down, carefully unfold napkin, wipe hands and mouth periodically.

Actor 2: Sit down, wad up napkin, poke under chin, wipe hands on pants or dress.

Teacher could warm up the class by showing an example.

Suggest children watch in the cafeteria for examples of good table manners.

ACTIVITY 4 Suggested Subject Area: Math/Social Studies

MATERIALS 4

Make up a menu for a mock restaurant. Let children work in groups of three - two people are customers, one is the waiter or waitress. The customers select from the menu, the waiter or waitress takes the order, figures the cost, and presents the bill for the customers to check. Then change roles so each person gets to be the waiter or waitress.

Menus
Order forms

Optional: Let children design covers for menus, decorate inside.

ACTIVITY 5 Suggested Subject Area: Social Studies, Language Arts

MATERIALS 5

Invite a restaurant owner or manager or host or hostess in to talk about the workers in a restaurant and how the business operates. Show menus, order tickets, etc. if possible.

Resource person:
Restaurant owner, manager, host or hostess

Or:
Field trip to Restaurant

After speaker, have children write stories about food service workers.

Or: Field trip to a restaurant. Students can be taken to the High School Food Services Skills Center for lunch and tour. The cost is the same as their regular school lunch. Call Career Education Office for arrangements and reservations.

Review for field trip or guest speaker from materials in appendix of this book.

CONCEPTS

A home economist is concerned with the following aspects of home life: living together, child growth and development, family resource management, wise consumer habits, home management. Home economist may work as teachers, demonstration agents, nutrition specialists, researchers and a variety of other occupations.

PERFORMANCE OBJECTIVES AND CRITERION TEST:

1. Students will design and carry out tests for product quality and report their findings.

   a. Test Description: Group activity - Design and execute a "taste-smell" test for peanut butter.
   Teacher Directions: Refer to activities #4 and #5.

RESOURCE PEOPLE

Home Economist

FILMS

SUPPLIES

* Ditto (Master enclosed)
Newspaper grocery ads from 2 different stores. (one of each for each 2 students)
Shopping list prepared from these ads
Samples of products to be tested

FILMSTRIPS

*"Judy's Family Food Notebook" --Wheat Flour Instit.

FIELD TRIPS

BOOKS

* Career Comic Books: Popeye the Sailor and Homemaking Careers
* Study Prints: What to do Day by Day
National Dairy Council

* CA Center Furnishes

3.12 HOME ECONOMIST

GRADE 3

ACTIVITY 1 Suggested Subject Area: Social Studies

Ask children to write as many endings as they can for the following sentence:

To run a home smoothly, people need to know.....

List and discuss their answers, trying to get as many ideas as possible.

Make a picture of someone doing something important at home.

Have comic books out for free time use during this unit.

MATERIALS 1

Comics: Popeye the Sailor and Consumer and Homemaking Careers.

ACTIVITY 2 Suggested Subject Area: Math/Social Studies

Discuss family needs and wants. List on board in two columns:

NEEDS WANTS

Discuss how limited resources affect how money is spent.

Discuss ditto sheet "What the Smith Family Wants" (Elementary School Economics I - Projects, page 15)

Have students make choices. Add up totals. Discuss with their friends.

Discuss as a large group. Why are choices different?

What are the basics the family needs? How much is left over?

Ask students to justify their choices.

MATERIALS 2

Ditto #15

ACTIVITY 3 Suggested Subject Area: Health

Show and discuss the filmstrip. Discuss the different types of foods and what goes into a well balanced meal. Refer to health text.

MATERIALS 3

"Judy's Family Food Notebook"

3.12 HOME ECONOMIST

GRADE 3

ACTIVITY 4

Suggested Subject Area: Math/Social Studies

From newspaper grocery ads, prepare a shopping list of items found in both ads. Have students prepare a chart to compare the store.

MATERIALS

Newspaper grocery ads from 2 or more stores. (one set for each 2 students)

Ditto from the ads - grocery list

Ask questions such as the following:

1. Which store has more items cheaper?
2. Which store has the lower total?
3. Where would you advise Mrs. Wise Shopper to fill this grocery list?
4. Make up a different list of your own of 4 items found in both store ads. What are the results now?

ACTIVITY 5 Suggested Subject Area: Science

Discuss product testing procedures.

How could we find out which is better in a specified characteristic?

Design and execute together a "taste-smell test" for peanut butter.

Steps to take in testing a product:

1. Determine the questions. Example: Which peanut butter taste more like fresh peanuts? Which peanut butter sample smells more like fresh peanuts?
2. Decide how to answer the question. Taste both peanut butter samples, smell both peanut butter samples.
3. Decide which taste more like fresh peanuts and which smells more like fresh peanuts.
4. Count the results.
5. Record
6. Make a decision
7. Report the decision

Divide class into groups of three.

Give each group a card with questions to answer.

Example: Which ketchup is thicker and redder?
Which paper towel is stronger?
Which juice drink has better taste and color?
Which dishwashing liquid gives more bubbles?
Which washing detergent gets clothes cleaner?
Which bubble gum makes the biggest bubbles?

(Several groups can have the same question)

Ask students to plan a test to answer the questions they have. Bring any equipment they will need from home. Samples of the product will be available.

Perform tests. Write report. Share with class.

MATERIALS 5

Samples of two kinds of peanut butter, labelled.

ACTIVITY 6 Suggested Subject Area: Social Studies

MATERIALS 6

Home Economist

Invite a home economist to talk with the class about the work she does and the work of other home economists.

ACTIVITY 7 Suggested Subject Area: Social Studies

MATERIALS 7

Study prints (10)
What We Do Day By Day

Show the ten study prints and discuss them in class and indicate how they might relate to home economics. There are many suggestions on the back side.

ACTIVITY 8 Suggested Subject Area: Social Studies

MATERIALS 8

Museum trip

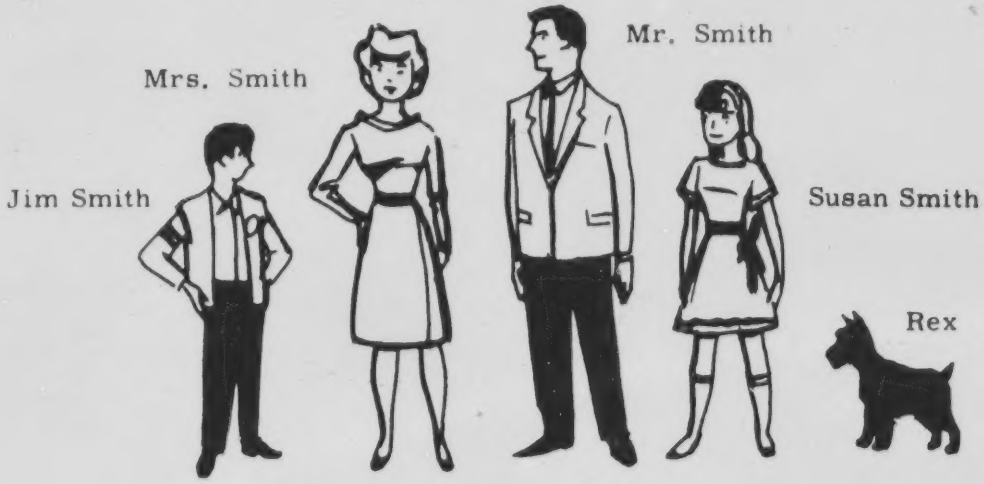
Field trip to the museum to see housekeeping equipment of earlier times.

Call ahead and see if one of the museum staff could discuss some of the household tools in the collection. Perhaps they might also show some early newspaper ads for food, household goods.

When class returns, discuss "the good old days".

WHAT THE SMITH FAMILY WANTS

Mr. Smith earns $500.00 a month. Here are some of the things that he and the members of his family want. Circle the numbers of the things you think Mr. Smith should buy. In making your choices, try to determine what things are most important to the different members of the Smith family. Remember, Mr. Smith has only $500.00 a month to spend and that he must try to satisfy as many as possible of his family's most important wants. Add up the cost of the goods and services Mr. Smith decided to buy to be sure that you have not spent more than $500.00 of Mr. Smith's money.



1. Fishing rod--$30.00
2. T.V. set--$150.00
3. Phone service--$5.00
4. Electricity--$10.00
5. Rent for house--$100.00
6. Suit for Mr. Smith--$70.00
7. Food for a month--$120.00
8. Sewing machine--$100.00
9. Chair--$75.00
10. Lamp--$30.00
11. Dress for Mrs. Smith--$25.00
12. Doll for Susan--$5.00
13. Shoes for Jim--$10.00
14. Tent--$40.00
15. Bicycle for Jim--$20.00
16. Shoes for Susan--$10.00
17. Jacket for Jim--$15.00
18. Baseball bat for Jim--$5.00
19. Encyclopedia--$80.00
20. Paint set for Susan--$5.00
21. Roller skates for Susan--$5.00
22. Dentist's services--$40.00
23. Gas for car--$25.00
24. Table and chairs--$100.00
25. Washing machine--$150.00
26. Movies for family--$3.00
27. Dog food for Rex--$15.00
28. Collar and leash for Rex--$7.00

How did you decide what Mr. Smith should buy?

CONCEPTS

Ice cream is made from milk and cream.

Ice cream makers make many flavors of ice cream and many [illegible] dessertes.

PERFORMANCE OBJECTIVES

1. Students will be able to describe how ice cream is made

   Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to describe the steps in making ice cream.

2. Students will be able to tell about the work people do in an ice cream factory.

   Test Descriptions: Oral test
   Teacher Directions: In individual conferences with each student, the student will describe the work of three different jobs in an ice cream factory.

3.13. ICE CREAM MAKER

GRADE 3

RESOURCE PEOPLE

Parent volunteers to help with ice cream making.

FIELD TRIPS

Field trip to an ice cream plant

FILMS

FILMSTRIPS

BOOKS

Music Round the Town
--Follett

SUPPLIES

Measuring spoons and cups
Mixing bowls
2 hand ice cream freezers
Dishpans to set them in
Ice
Rock salt
Bowls
Spoons

3.13 ICE CREAM MAKER

GRADE 3

ACTIVITY 1 Suggested Subject Area: Music/Language Arts

Sing: "The Ice Cream Man", page 10-11, Music Round the Town

Read poem "Ice Cream Maker" from What Will I Be From A to Z by Donald Gelb.

MATERIALS

Book:

Music Round the Town
--Follett

ICE CREAM MAKER

Just down the street, not far away,
The ice cream store looks bright and gay.
What fun I'd have if I could try
To make the ice cream people buy.

Some sundae cups, a fudge-nut stick,
The girls and boys could have their pick,
For every child a milky treat,
So pretty and so good to eat.

What happy times I'd give to all
With ice cream goodies large and small,
In all flavors you could name.
No two would ever taste the same.

--Donald L. Gelb

ACTIVITY 2 Suggested Subject Area: Language Arts

MATERIALS 2

Have children close their eyes and think about ice cream. Think of as many flavors as they can.

List the flavors on the board.

Ask children to tell about their favorite flavor - how it looks, tastes, and smells.

Make a list together of all the words children can think of to describe ice cream.

Write "ice cream poems", using descriptive words. Illustrate if time allows.

Note: If some children don't want to write a poem, suggest they write a story about an ice cream cone.

ACTIVITY 3 Suggested Subject Area: Social Studies

MATERIALS 3

Discuss making ice cream.

What ingredients would be used?
How would ice cream be made?
Have you ever made ice cream?
How?
Where do stores get ice cream?
How is ice cream delivered?

Discuss what to look for on a trip to the ice cream factory. Especially remind the children to watch to see what the workers do and what the machines do.

ACTIVITY 4 Suggested Subject Area: Social Studies

Field trip to an ice cream plant.

After field trip, list with the children the steps in making ice cream.

Have children make a picture of a worker in the ice cream process.

MATERIALS 4

Field trip to an ice cream plant.

ACTIVITY 5 Suggested Subject Area: Social Studies

Make ice cream in the classroom with two or more hand ice cream freezers.

Divide class into committees:
- Mixers - mix ice cream
- Icers - put ice and salt in freezer
- Turners- take turns turning handle on freezer, or perhaps set a kitchen timer for one minute to avoid confusion.
- Tasters- check flavor before serving to class

Note: At least one additional adult should be on hand to help with this project. Perhaps parent volunteers.

MATERIAL 5

Ice Cream Ingredients:
2 hand freezers
dishpans to set them in
ice
rock salt
bowls
spoons

Resource people: parent volunteers

ACTIVITY 6 Suggested Subject Area: Social Studies
(For a snowy day)

To tie this unit in with pioneers, make ice cream from snow.

Ice cream from snow:
Find fresh, clean snow
Put a scoop in bowl or cup
Add a dash of vanilla, a little milk and sugar.
Eat quickly before it melts.

MATERIALS 6

Vanilla
Milk
Sugar
Bowls or cups
Fresh clean snow

spoons

3.14 POULTRY FARMER

CONCEPTS

A chicken egg, when properly fertilized, incubated and cared for will hatch into a chicken in 21 days. Both poultry and eggs are important sources of food and nutrition. Chickens and other poultry are largely vegetarians. They need properly balanced feed rations to produce eggs and to grow themselves. Most eggs today are produced on large egg ranches. They could be called egg factories. Water is essential to life both before and after hatching.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

L. Students will be able to demonstrate an understanding of the eseentials needed to hatch eggs into baby chicks.

A. Test Description: Class activity - Incubation and hatching of eggs.
Teacher Directions: Refer to activities #2.1 and 2.2.

B. Test Description: Oral test.
Teacher Directions: In individual conferences with each student, ask the student to describe the essentials needed to hatch eggs into baby chicks.

C. Test Description: Written test
Teacher Directions: Give each student a piece of lined paper. Ask them to write a paragraph on the essentials necessary to hatch eggs into baby chicks.

RESOURCE PEOPLE

Merrill's Egg Ranch
David Douglas (Phone 939-6342 for specific questions on how to raise poultry, etc. or problems with incubator or brooder)

FILMS

Chickens MP 1029

FILMSTRIPS

* "How we get Poultry and Eggs" - The Foods we Eat, SVE

FIELD TRIPS

BOOKS

Texts:
Exploring Music, American Book Company (text)
This is Music, Allyn and Bacon (text)
Singing and Rhyming, Ginn (text)
Finding New Neighbors, Ginn (Text)
Friends Far and Near, Ginn (text)

SUPPLIES

* Incubator-one hatching during 4 week period
brooder
candler
chick feeders
chick waterer
feed
straw or sawdust for brooder floor

* CA Center Furnishes

3.14 POULTRY FARMER

GRADE 3

ACTIVITY 1 Suggested Subject Area: Science

Show the filmstrip "How We Get Poultry and Eggs".

Discuss the workers who were shown. Ask students to explain the work the poultry farmer might do. Some in the room probably raise chickens themselves.

This unit will necessarily be spread over several weeks (probably four); therefore the activities can be done at various times during these weeks.

Care for the eggs to be hatched will be a daily process.

MATERIALS 1

Filmstrip:
"How We Get Poultry and Eggs"
from the Foods We Eat --SVE

ACTIVITY 2 Suggested Subject Area: Science

Incubate eggs
21-26 days are involved

Prepare incubator for use several days before incubation of eggs.

Divide class into groups. Each group is responsible for water in the incubator and for turning eggs carefully twice a day to the 18th day.

Post general instructions for this task on the board.

Pertinate facts such as parts of egg and expected outcome of incubation should be discussed.

Eggs may be candled and/or opened as described on the attached candling instructions.

Some days the only activity will be turning the eggs and checking the water in the incubator.

MATERIALS 2

See attached sheets for instructions and list of equipment needed.

GRADE 3

ACTIVITY 3 Suggested Subject Area: Science

MATERIALS 3

Following Hatch:

Leave chicks in incubator for 24 hours after hatching. They do not have to be fed for 48 hours after hatching.

After 24 hours place the chicks in a brooder. Add chick feed and water.

Each child should have the experience of filling a waterer and a feed trough and should observe how the chick takes in water and food.

Question for discussion: Why must a baby chick have water to live?

Bulletin board: Pictures of grain used to feed poultry.

Perhaps class could discuss suitable place chicks may be sent to live. If possible carry out class decision.

Brooder
Chick feed
Grain samples

Pictures of grains used for feeding poultry.

ACTIVITY 4 Suggested Subject Area: Science

MATERIALS 4

At a convenient time during the incubation period plan a field trip to a modern egg factory.

Before going on the field trip, the children might share their present knowledge of how chickens are raised and eggs produced in the past and present.

Class discussion following field trip:

How did what you saw compare to the film strip seen earlier?
What was different?
What was the same?

(It might be necessary to show the film strip again.)

Field trip to Merrill's Egg Ranch in Eagle.

ACTIVITY 5 Suggested Subject Area: Language Arts

MATERIALS 5

Following the field trip have students list in scrap book:

"Things I Saw at the Egg Ranch"
or
"Things I Would Need to Grow Chickens and Produce Eggs".
or
Write a few sentences describing "Things I Saw"

This writing exercise could be started in many ways, but it should be designed to help the pupil become aware of the essential needs to successfully raise poultry.

On another day a writing exercise could be to describe an egg, an incubator, a baby chick, etc.

ACTIVITY 6 Suggested Subject Area: Language Arts

MATERIALS 6

Sometime during the incubation period the following are suggested for reading and discussion:

Poems: "I'm a Goose" (Page 121 Exploring Music)
"Chanticlier" (Page 299 Finding New Neighbors)

Stories: (All from Friends Far and Near)

"200 Baby Chicks", page 38
"What the Old Man Does Is Always Right", page 269
"Drakestail", page 129 (optional)

Books:
Exploring Music --American Book Co.
Friends Far and Near
Finding New Neighbors --Ginn

ACTIVITY 7 Suggested Subject Area: Music

At the beginning of the incubation period, during and after the hatching the following songs are suggested. However, any songs having to do with Easter, spring, new life and baby birds or animals are appropriate.

Exploring Music	"Easter Time", page 149
This Is Music	"Old Gray Goose", page 10 "I Love My Rooster", page 12
Singing and Rhyming	"Susie, Little Susie", page 55

MATERIALS 7

Exploring Music --A.B.C.
This Is Music -- Allyn and Bacon
Singing and Rhyming -- Ginn

ACTIVITY 8 Suggested Subject Area: Art

Draw a picture of Chanticlier or draw a duck, goose, or hen.

The class could make a bulletin board using their own work or pictures from magazines.

MATERIALS 8

Finding New Neighbors, (text). —Ginn

ACTIVITY 9 Suggested Subject Area: Mach

On a day when interest in the hatching process is high, the class could do story problems related to the hatching process and chick expectations.

These problems should be related to the general math problems being done at the time -- so specific problems are not included.

MATERIALS 9

Teacher-made sheet of math problems.
(one copy per student)

MATERIALS

Incubator
Saucer
Tablespoon
Tweezers
Formaldehyde - 1 quart

GENERAL INSTRUCTIONS

Incubator:

1. Prepare the incubator for use several days before incubation of eggs.

2. Adjust the heat control so that the dry thermometer reads 38 d. C (102 - 107 d F)

3. Keep water in the moisture pan at all times. Insufficient humidity is one of the main reasons for a poor hatch. If the air surrounding the egg is dry, the water present in the albumen evaporates through the egg shell causing the albumen and embryo to dry up.

4. Keep the incubator away from drafts and sunlight.

*5. Be sure that the custodial or wax crew does not pull the plug at night!

6. Be sure the incubator is level.

Eggs:

1. Fertile eggs can be stored in the refrigerator 5 d.C (40 to 41 d. F) until they are placed in the incubator.

2. Do not store fertile eggs in the refrigerator for more than 4 days.

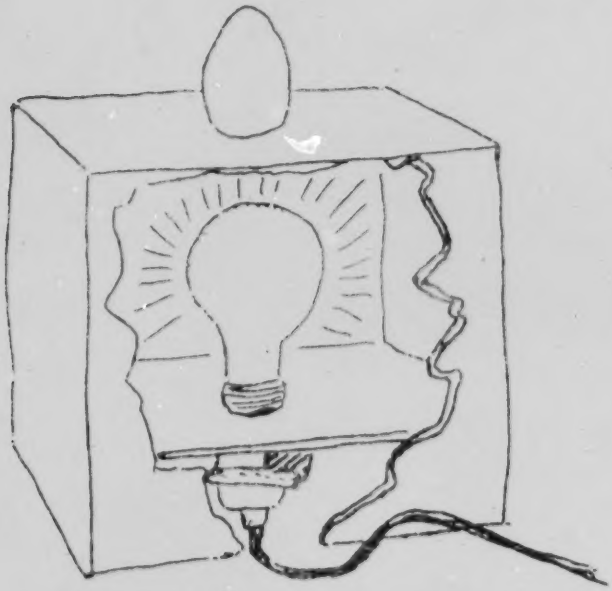
3. Before placing the eggs in the incubator, mark them "A.M." on one side, and "P.M." on the other.

4. Keep the eggs as clean as possible.

5. Eggs must be turned twice a day until the 18th day. This prevents the embryo from sticking to the shell. Turning the eggs when school begins in the morning and just before dismissal in the afternoon works well. When turning the eggs do not jar or move them suddenly.

6. Some eggs may not develop or will have arrested development. They may be separated. Eggs may be "candled" on the 8th day and again on the 14th day. A small cardboard box with a light bulb makes a good candling box.

CANDLING AN EGG



An eighth day fertile egg will show a small, dark spot with many little blood vessels extending in all directions. A fourteenth day fertile egg will show a large portion of the egg occupied.

7. Opening an egg every three days is a good time interval. The following time periods are good spacing: 3rd, 6th, 9th, 12th, 15th, and 18th day. The eggs will generally hatch on the 21st day. Plan your sequence so that the 18th day falls on a Thursday or Friday. Monday or Tuesday you should have chicks.

8. To open the eggs carefully tap the shell to crack it. You can pick away the pieces of shell with a small tweezers. You can then observe the embryo in the shell before pouring into a saucer. A hand lens will improve the observation.

9. Formaldehyde (or alcohol) can be used to preserve each embryo. However, formaldehyde clouds the yolk and white of the egg after a day or two. You can prevent this by cutting the sac and accessories away from the embryo before placing in the formaldehyde.

10. From day 18 until the hatching the incubator should not be opened. Be sure there is ample water in the moisture pan to last the last four days.

11. If the incubator has maintained a temperature slightly lower than the recommended temperature, hatching will be slowed down.

3.15 ENTOMOLOGIST

CONCEPTS

Insects can be both helpful and harmful to man. The entomologist studies insects to help man control and produce insects. The occupation of entomologist is beneficial to man. An entomologist must have had much specific training for his position.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Upon completion of this unit, students will show an understanding of the difference between insect-like creatures and insects.

   A. Test Description: Write a poem about an insect.
   Teacher Directions: Refer to activity #4.

   B. Test Description: Draw a brief sketch of an insect, followed by class meeting.
   Teacher Directions: Refer to activity #5.

   C. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, show the student a total of ten pictures (five pictures of insects and five pictures of insect-like creatures). The pictures being of: Butterfly, Housefly, Grasshopper, Honeybee, Ladybug, Crayfish, Spider, Centipede, Crab, Millipede. Ask the students to identify the five insects by pointing to the correct pictures.

RESOURCE PEOPLE

FILMS

"Biography of a Bee" MP 5391
"Life History of the Cabbage Butterfly" MP 5435
"Life Story of Social Insects-Ants" MP 5216
"How Insects Help Us" MP 1091
"Life Story of a Moth Silkworm" MP 1415

Numerous other films from IMC

FILMSTRIPS

Any number on "Insects" from INC catalog, page 27

FIELD TRIPS

BOOKS

The Golden Book of Science --Scott, Foresman	School Library
Answers About Insects --R. Rood	School Library
Insects in Their World --Swain	School Library
* Favorite Poems Old and New --Doubleday	

SUPPLIES

* 2 eye droppers
* 15 magnifying glasses
* 30 tweezers
30 cardboard pieces, 3"x6"
straight pins
2 pieces of glass 12" x 6"
tape
small pieces of sponge
ants and earth fron anthill

* CA Center furnishes

ACTIVITY 1 Suggested Subject Area: Science

Write "Entomologist" on the chalkboard. Ask the students to guess what this person does.

An applied entomologist studies insects and their effect on man.

Show the film "Life History of a Cabbage Butterfly" or "Biography of a Bee".

Ask the students to think of some insect friends and some insect enemies. (These can be found in The Golden Book of Science.)

MATERIALS 1

Film:
"The Life History of the Cabbage Butterfly"

"Biography of a Bee"
--Boise Schools

Book: "The Golden Book of Science"
-- Scott, Foresman

ACTIVITY 2 Suggested Subject Area: Science

Discuss with the class what an insect is. Mention the three body parts: head, thorax, and abdomen; six jointed legs; wings in most cases.

Show them pictures of various insect-like creatures and insects. Discuss the differences (as on pages 8 and 9 of Answers About Insects).

Go through the Life Book Insects and show them the pictures of many types. Emphasize that entomologists study these to help man by controlling insect enemies and finding ways for insect friends to help us more.

Ask students to each find 2 or 3 insects, each different, and bring them to school tomorrow in a box or jar.

MATERIALS 2

Books:
Answers About Insects
--R. Rood

Insects
--Life Nature Series

GRADE 3

ACTIVITY 3 Suggested Subject Area: Science, Art

Have the students place all their collected insects on a table. For those insects still alive, place them in a killing jar as described on page 54 of Answers About Insects.

Give each student some pins, a tweezer, a magnifying glass, and a heavy piece of cardboard about 3" x 3". Ask them to each mount an insect by pushing the pin through the thorax and into the cardboard, leaving a space between each.

Try to pass out as many different kinds of insects as possible.

The students should now draw a picture of the insect using their magnifying glass.

When they have finished, ask them to look through various insect books to see if they can identify their drawing.

MATERIALS 3

Book:
Answers About Insects
--R. Rood
Insects in Their World
--Swain

30 magnifying glasses
30 tweezers
straight pins
3" x 3" cardboard pieces

ACTIVITY 4 Suggested Subject Area: Language Arts

Read a number of poems to the students from the section "Little Things that Creep and Crawl and Swim and Sometimes Fly", from the book Favorite Poems Old and New.

Ask the students to each write at least a four line poem about an insect. They might also use illustrations.

MATERIALS 4

Book:

Favorite Poems Old and New
--Helen Ferris

ACTIVITY 5 Suggested Subject Area: Science, Art

Ask the students to try to draw an insect from memory, a brief sketch.

Now ask them to look at their drawings as you ask:

Does it have a head?
Does it have a thorax?
Does it have an abdomen?
Does it have only 6 legs
Is it an insect or something else?
Who studies insects?

Have students name some helpful insects, some harmful insects, some colony insects, some enemies of insects.

Make a home for ants (or purchase one) and bring it to class. Have all the necessary materials and insects in containers. During class place all these in the ant home as is suggested on page 56 of Answers Abouts Insects.

Students can observe all during the year.

MATERIALS 5

Book: Answers About Insects
--R. Rood

2 pieces of glass 12" x 6"
Strips of wood
2 -12" and 2-6"
tape
2 eye droppers
sponge
ants from hill with soil

ACTIVITY 6 Suggested Subject Area:

There are any number of filmstrips on insects in the IMC catalog, page 27 which could be appropriate for this unit.

ACTIVITY 6

Filmstrips from IMC catalog, page 27

3.16 HEAVY EQUIPMENT OPERATOR

CONCEPTS

Heavy Equipment Operators work in many and varied fields of employment. Operating heavy equipment requires training either on-the-job or in trade school setting or both. The heavy equipment field is economically increasingly important to our nation. Jobs in heavy equipment operations are desirable and productive trades. Jobs in highway construction and maintenance are desirable and productive.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Upon completion of this unit, students will be able to demonstrate an understanding of the five employment areas where one would find heavy equipment operators (i.e. Highway construction; dam construction and water related construction; development and demolition; transportation industries; manufacturing)

   A. Test Description: Make a scrapbook
   Teacher Directions: Refer to activities #2 and #3.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to name at least five employment areas where one would find heavy equipment operators (i.e. highway building, dam construction, demolition, development, transportation industries, manufacturing, logging, etc.)

RESOURCE PEOPLE

Heavy Equipment Operator
Parent, (optional)

FILMS

"Mike Mulligan and His Steam Shovel"
(B.S.C. Film LIbrary)

FILMSTRIPS

* "The Skyscraper" - Denoyer-Geppert
(CA Center)

FIELD TRIPS

BOOKS

* I Want to Be a Roadbuilder, Children's Press
* Structures
* Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines by George Zaffo
(School Library)

Yellow Pages of Learning Resources - MIT Press

Roads, Bridges and Tunnels, McDonald, Jr.
(School Library)

Roads to Follow, Ginn
(Text)

Encyclopedias

SUPPLIES

Art supplies
Old magazines (30 - 50)
Construction toys (optional)

* SRA Work Briefs - Packet, CA Center
* Idaho Drivers Manual - CA Center or Ada County Courthouse

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Sciences

Read to the students the part of the Zaffo book dealing with building and wrecking machines. Show them the pictures in the book.

Ask the students to tell of various jobs which are done by heavy equipment operators. Show them the pictures in the packet. Emphasize the areas of work done by the operators. (Highway building, dam construction, development, demolition, transportation industries, manufacturing, lumbering and many more.)

Ask the students to bring construction equipment toys from home for display purposes.

Option: Read to the students I Want to Be a Roadbuilder.

MATERIALS 1

Books:
Airplanes and Trucks and Trains, Fire Engines, Boats and Ships and Building and Wrecking Machines
--School Library

I Want to Be a Roadbuilder
--CA Center

Roads, Bridges and Tunnels
--School Library

ACTIVITY 2 Suggested Subject Area: Art, Language Arts

Have the students formed into groups of five students. Have five main categories:

1. highway construction
2. dam construction and water related construction
3. development and demolition
4. transportation industries
5. manufacturing

Have these groups choose or draw for the category to make a scrapbook concerning this job area. Have on hand many old magazines the students can cut pictures out of for the books. The students might also make drawings of equipment. With the pictures students should write captions or stories or poems.

Ask students to look for pictures at home.

MATERIALS 2

old magazines

ACTIVITY 3 Suggested Subject Area: Art, Language Arts

Students work on their scrapbooks with the pictures they have brought from home or complete areas they were working on.

Ask students who brought construction toys to explain what they are and how they are used in construction.

Ask a student to look up "Construction Machinery Operators" from the SRA Work Briefs or Yellow Pages of Learning Resources. Report on findings to class.

View the filmstrip "The Skyscraper". Discuss.

Read poem "Where Are You Now?" from Roads to Follow.

MATERIALS 3

Books:
Yellow Pages of Learning Resources
--School Library

SRA Work Briefs (Packet) - CA Center

Roads to Follow, Ginn (text)

Filmstrip:
"The Skyscraper" -- CA Center
--Denoyer-Geppert

ACTIVITY 4 Suggested Subject Area: Social Sciences

The class will take a field trip to a construction area and observe what heavy equipment operators do in many job areas and/or a trip to a sales room of heavy equipment. Perhaps a salesman will demonstrate some equipment for the students.

Optional: If there are any parents in this line of work they may be able to come to the class and explain the various jobs in this area.

Review from appendix:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"

MATERIALS 4

Field trip to construction site and/or sales showroom where heavy equipment is sold.

GRADE 3

ACTIVITY 5 Suggested Subject Area: Social Studies

Discuss the various forms of equipment seen during the field trip in Activity 4. List on the board the different pieces of equipment. Discuss the various jobs seen on the field trip.

What requirements do the students think might be necessary to do each job? Read or have students read parts of SRA Work Brief "Construction Machinery Operators".

Show the film "Mike Mulligan and His Steam Shovel".

MATERIALS 5

Film:
"Mike Mulligan and His Steam Shovel"
--B.S.C. Film Library

SRA Work Brief "Construction Machinery Operators"
--Packet, CA Center

ACTIVITY 6 Suggested Subject Area: Social Science, Safety

Ask the students to think of all the workers they can who are concerned with highway construction and maintenance.

Emphasize planners, designers, surveyors, mappers, as well as the actual constructors. Go back through the portion of the Zaffo book dealing with building and wrecking machines and point out those machines used for highway purposes.

Read from Yellow Pages of Learning Resources, page 66.

Talk about highway maintenance and what work is necessary for:

patching	sealing
reconstructing	painting
new layers of concrete	sign work

Ask the students to get together in groups of three and draw as many different highway signs as they can. Afterwards show those included in the Idaho Drivers' Manual.

Emphasize the shapes, colors, and sizes which reflect a particular type of sign.

MATERIALS 6

Idaho Driver's Manual
--CA Center
Book by Zaffo used in Activity 3

Yellow Pages of Learning Resources
--MIT Press -- School Library

ACTIVITY 7 Suggested Subject Area: Language Arts, Science

Using encyclopedias describe the various types of bridges used, especially for highways.

Read to them the following poem from Compton's Young Children's Encyclopedia.

Roads in the Air

If you would like to get across,
How will you get from here to there
Unless you have a magic road -
a road built in the air?

It's fun to drive along a lake,
Especially if the weather's fair,
But you can't drive across without
a road built in the air.

The railroad tracks can guide a train
And carry it most anywhere,
But when the way has dips, we need
a train track in the air.

Expressways have a lot of cars.
To get across, you must take care.
It's safer if you use a walk -
a walk built in the air.

Because of rivers, cliffs, and dips,
It's hard to get from here to there
But easy when you have a bridge -
a bridge built in the air.

MATERIALS 7

Encyclopedias

Compton's Young Children's Encyclopedia (page 126)
Poem, "Roads in the Air"

ACTIVITY 8 Suggested Subject Area: Science

With the help of the students, demonstrate building a bridge, then have the students build bridges as suggested in Structures, page 18.

Supplies will be collected by the teacher, as they will vary with desired complexity of project.

MATERIALS 8

Book:
Structures --CA Center

ACTIVITY 9 Suggested Subject Area: Science

Go through the article "Road Building and Repairing" on page 66 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS 9

Book:
Yellow Pages of Learning Resources
-- MIT Press
(School Library)

3.17 IRRIGATION SPECIALIST

CONCEPTS

Dams serve many purposes. There are a number of types of dams. Irrigation is essential in the arid parts of the United States. Engineers who build dams are highly educated specialists. Irrigation specialists have had many years of training. These two areas of employment are desirable and productive fields.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to describe four purposes for dam construction upon completion of this unit.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #1

   B. Test Description: Written test
   Teacher Directions: Give each student a piece of lined paper. Ask the students to list four purposes for dam construction.

2. Students will be able to explain the water course in irrigation including the dam (reservoir), canal, ditches, (fields), and waste to the canal or river upon completion of this unit.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #2

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Erosion-Leveling the Land" MP5441
"Thirsty Acres" MP 9020
"Sun, Soil, and Water" MP 9105

FILMSTRIPS

"Irrigation Farming" -IMC 730
"Water Resources" - IMC 190

BOOKS

Merit Student Encyclopedia
* SRA Work Briefs

SUPPLIES

Large table
Many other materials for Activity 4
according to the teacher's desires.
* Packet of materials

*CA Center Furnishes

3.17 IRRIGATION SPECIALIST

GRADE 3

ACTIVITY 1 Suggested Subject Area: Social Studies/Art

MATERIALS 1

Merit Student Encyclopedia

Packet of Materials

S.R.A. Work Briefs

Ask students to try to think of ways dams help mankind. Ask them to think in terms of the Boise Valley. Emphasize irrigation, flood control, city water supplies, electrical power, recreation, raising of water levels for shipping or lumbering.

Ask them about dams they have seen, about dams on the Boise River and their purpose. Ask them to name as many people as possible who work in dam construction, who work with the dams after construction is completed. Emphasize the engineer and irrigation aspect.

Mention and make a drawing on the board of different types of dam construction: rock-fill, arch, solid gravity, multiple arch, hollow gravity, zoned enbankment.

These can be found in Merit Student Encyclopedia. It is not important that they know any dam types, but that they understand that there are numerous types of dams built. Leaving the sketches up on the board, ask them to identify the types for Lucky Peak, Arrowrock, Anderson Ranch, Diversion Dams.

Ask each student to draw a picture of Lucky Peak Dam or some other dam if they aren't familiar with Lucky Peak. When they finish, compare some of them to show how various students view a dam.

Look up Mechanical Engineer in S.R.A. Junior Occupational Kit and read it to the class. Discuss this position with the students.

3.17 IRRIGATION SPECIALIST

GRADE 3

ACTIVITY 2 Suggested Subject Area: Science

MATERIALS 2

Ask the students to describe what irrigation is. Emphasize that most areas of the United States don't need to be irrigated.

Follow the process of irrigation through with the students by diagraming on the chalkboard the water from storage to waste water. Emphasize that water is used many times for the same purpose on downstream. A simple diagram as is shown might be used.

Ask the students to imagine there are no dams on the Boise River. Have them describe what the Valley might lose which we now have.

ACTIVITY 3 Suggested Subject Area: Social Science

MATERIALS 3

Show and discuss the filmstrips "Irrigation Farming" and "Water Resources".

Filmstrips:

"Irrigation Farming"
--730 IMC

"Water Resources"
--190 IMC

ACTIVITY 4 (Several Days) Suggested Subject Area: Art/Science/Social Studies

This activity, which will take several days, is one of building a model showing dams and irrigation in use.

Use a long table as least 2½' x 8' and low enough for the students to work with. All students should be involved doing some phase of the project.

The first step is to nail a wall around the table at least 3" high to keep the materials from falling on the floor. Second, at one end of the table build some hills out of wire mesh and paper, or other materials available. In these hills will go the dam and reservoir.

Next place sand in the box.

Included in the project should be:

1. hills with reservoir
2. a dam of any type
3. river and canal leading from the dam.
4. a farm with fields getting water from the canal and draining into the canal or river. The farm should include buildings, animals, roads and fields.
5. a town of at least seven buildings of various types.
6. roads and bridges
7. an electrical system with a powerhouse at the dam, wires and poles to the town and farm
8. a water supply system to the town, piped from the dam to a water tower
9. recreational facilities on the reservoir, marina, dock, boats, fishermen
10. trees and shrubs.

MATERIALS 4

Table 2½' x 8'
sand

Other art materials the teacher feels are appropriate for the various parts of this construction.

ACTIVITY 4 (continued) Suggested Subject Area: Art/Science/Social Studies

MATERIALS 4

It is suggested that the project be divided as follows:

table construction - teacher
hills - two students
dam - two
reservoir - one
river and canal - two
farm - four
city - five
bridge - one
electrical wiring and power plant - three
recreation - three
trees - two
city water - two

Materials for this project will vary according to the desires of the teacher and availability.

This project can be as elaborate as you feel is educationally worthwhile.

After the project is completed, go over it thoroughly with the class so that they understand the concepts involved.

GRADE 3

ACTIVITY 5 Suggested Subject Area: Social Studies

Show one of these films:

a. "The Story of Hoover Dam"
b. "Great Rivers" (Columbia River)

These must be ordered in advance from:

a. Film Management Center
Building 67, Denver Federal Center
Denver, Colorado 80225

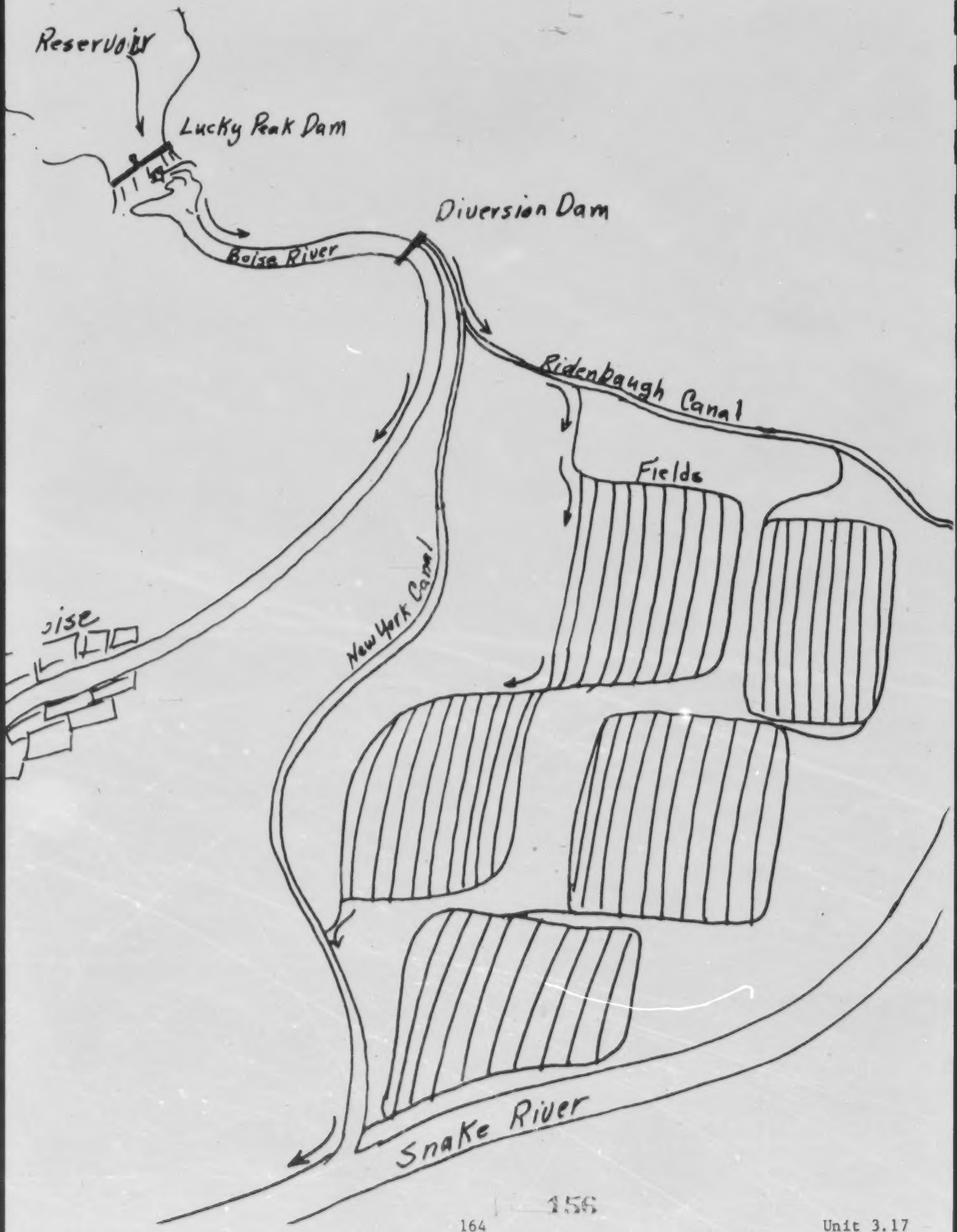
b. Department of Interior
Bureau of Reclamation
Portland, Oregon 97208

or one or more of the following from IMC

"Erosion-Leveling the Land"
"Thirsty Acres"
"Sun, Soil and Water"

MATERIALS 5

Films:
"The Story of Hoover Dam"
"Great Rivers" (Columbia River)
"Erosion-Leveling the Land"
"Thirsty Acres"
"Sun, Soil, and Water"


Reservoir
Lucky Peak Dam
Diversion Dam
Boise River
Ridenbaugh Canal
Fields
New York Canal
Snake River

3.18 DENTIST

CONCEPTS

Dentists are important for our everyday health needs. Tooth care is important to every individual. The dentist is required to have many years of training. The dental jobs are desirable and productive positions.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Upon completion of this unit the students will be able to demonstrate an understanding of the main duties of a dentist.

   A. Test Description: Role-playing
   Teacher Directions: Have the students take turns role-playing a visit to the dentist's office. Divide students into groups of four. Set groups pretend to be a dentist, dental hygienist, dental assistant, and patient. Make sure everyone gets a chance to be dentist. (Be sure they wash their hands first.)

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to describe the main duties of a dentist.

RESOURCE PEOPLE

Dental Hygienist

Dentist or Dental Nurse (optional)

FILMS

FILMSTRIPS

"Brushing Your Teeth" FS 900 IMC
"Teeth and Their Care" FS 1581 IMC
"Let's Visit a Dentist" FS 1591 IMC

FIELD TRIPS

BOOKS

*SRA Work Briefs - CA Center

Text: Growing Every Day

SUPPLIES

Coca Cola
baby tooth

*Crossword Puzzle: "Dentist" (CA Center)

*CA Center Furnishes

3.18 DENTIST

GRADE 3

ACTIVITY 1

Suggested Subject Area: Health

This unit corresponds well with the health unit "4 Teeth" in the text Growing Every Day.

Show the filmstrip "Let's Visit a Dentist" and discuss it with the students. Talk about the training the dentist, nurse or technician needs. If possible have some dental tools on display.

Go over the SRA Work Briefs in class to point out the work done by the dental health people.

MATERIALS 1

Text: Growing Every Day

Filmstrip:
"Let's Visit a Dentist"
FS 1591 IMC

SRA Work Briefs

ACTIVITY 2

Suggested Subject Area: Health

Show one or both of the filmstrips: "Brushing Your Teeth" and "Teeth and Their Care". Go over the filmstrips in a discussion group.

MATERIALS 2

Filmstrips:
"Brushing Your Teeth" FS 900 IMC
"Teeth and Their Care" FS 1581 IMC

ACTIVITY 3

Suggested Subject Area: Health, Science

Have the school's Dental Hygienist make her presentation to the class. Mrs. Erebo (Dental Hygienist) has a skit with props that pupils enjoy very much.

Place a baby tooth in a bottle of coca cola and observe what happens to it over the next few days.

MATERIALS 3

Resource Person:
Dental Hygienist (Mrs. Erebo)

1 coca cola
1 baby tooth

ACTIVITY 4 Suggested Subject Area: Health, Art

Draw a set of baby teeth and a set of permanent teeth. Take your drawings home. Find out which baby teeth you have lost. Put an X on them on your drawing. On your drawing, circle the permanent teeth you have.

Fill in a red spot any place you have a filling.

Bring your drawing back to school tomorrow.

MATERIALS 4

Drawing paper and Pencils

ACTIVITY 5 Suggested Subject Area: Health

Go over the drawings that were completed last night.

Determine the average number of baby teeth, permanent teeth, missing teeth and fillings for the class.

Optional: Have a dentist or dental nurse talk to the class, describe instruments and explain training needed.

MATERIALS 5

Drawings from yesterday

Option: Resource Person: Dentist or Dental Nurse

ACTIVITY 6 Suggested Subject Area: Spelling

Use the crossword puzzle found in the box of supplies. Run off copies so each student has one for his use. It is suggested that the teacher go over the terms so they are well understood by the class. The puzzle included with this unit is "Dentist".

MATERIALS 6

Crossword Puzzle: "Dentist"

3.19 HOSPITAL STAFF

CONCEPTS

Hospitals are essential for our health and sometimes for our lives. There are many, varied jobs performed among hospital staff members. The degree of training ranges from on-the-job to post graduate, depending on the job. Jobs within hospitals are desirable and productive positions.

PERFORMANCE OBJECTIVES AND CRITERION TEST:

1. Upon completion of this unit students will be able to demonstrate an understanding of the various jobs performed among hospital staff members.

   A. Test Description: Class meeting, followed by the student's choice of an art or writing exercise.
   Teacher Directions: Refer to activity #5.

RESOURCE PEOPLE

FIELD TRIPS

To Hospital

FILMS

"Hospital" MP 5049 IMC

FILMSTRIPS

BOOKS

* Your World: Let's Visit a Hospital, Taylor
* Come to Work With Us in a Hospital, Sextant

Room set Career Comics:
* Popeye and Health Careers
(CA Center)

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Sheets of paper with individual rhymes printed on

*CA Center Furnishes

3.19 HOSPITAL STAFF

GRADE 3

ACTIVITY 1 Suggested Subject Area: Social Studies

MATERIALS 1

Pass out the comic books and briefly go over the contents with the students. Let them read the comics in their free time while this unit is in progress.

Books:
Room Set of Comics:
"Popeye and Health Careers"

Also have on display for student use the book Your World: Let's Visit a Hospital.

Your World: Let's Visit a Hospital, Taylor Pub. Co.
(CA Center)

ACTIVITY 2 Suggested Subject Area: Language Arts

MATERIALS 2

List the terms in the glossary from the book, Come to Work With Us In a Hospital on the chalkboard. Go over the terms and ask volunteers to identify them.

Book:
Come to Work With Us In a Hospital

Read the poems. Show the pictures and cartoons for each one. Discuss specific aspects of each job. Example: What kind of personal qualities would you expect to find in a nurse? What kind of equipment does she use? What kind of skills does she have?

GRADE 3

ACTIVITY 3 Suggested Subject Area: Language Arts/Social Studies

Divide the class into two teams. Have listed on the board 17 job areas from the book Come to Work With Us In a Hospital. Have listed on separate sheets of paper different rhymes from the book. There should be a set for each team. The students will draw these out of a box. To play the game, a student from Team 1 will read his rhyme. A student from Team 2 must tell him which occupation the rhyme describes.

It would be good to have the students numbered so each student both reads a rhyme and answers to one. If the answer is correct, give a point to the team. At the conclusion, the most points determine the winning team.

MATERIALS 3

Book:
Come to Work With Us In a Hospital
--Sextant
(CA Center)

Sheets of paper with individual rhymes

ACTIVITY 4 Suggested Subject Area: Social Science

Show the film "Hospital" as a preparation for the field trip, then take the field trip if it is possible. (At some periods of the year the hospital will not give tours, i.e. flu season)

Review for field trip:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
from the appendix of this book.

MATERIALS 4

Film:
"Hospital" MP 5049 IMC

Field Trip:
To a Hospital

ACTIVITY 5 Suggested Subject Area: Art, Music, Language Arts

Discuss the jobs they saw on the hospital tour. Then students do one or more of the following:

1. Draw a picture of some hospital staff member at his work.
2. Write a poem or limerick describing some hospital staff member at work.
3. Write a song describing some hospital staff member at work.
4. Write a story describing some hospital staff member at work.

MATERIALS 5

Paper and pencils
Art materials

ACTIVITY 6 Suggested Subject Area: Social Studies , Science

Go through the article "Hospital" on page 41 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS 6

Book:
Yellow Pages of Learning Resources

3.20 VETERINARIAN

CONCEPTS

A veterinarian is a medical doctor who takes care of the health of animals. Many veterinarians specialize in the care of certain animals such as zoo animals, small pets, farm animals, etc. He uses some of the same equipment as doctors of humans.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. All students will be able to name five zoo animals, five farm animals, five household pets.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #2

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to name five zoo animals, five farm animals, and five household pets.

2. Students will be able to name four items of equipment used by a veterinarian..

   A. Test Description: Trip to the Bench Animal Hospital followed by a class discussion.
   Teacher Directions: Refer to activity #1

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to name four items of equipment used by a veterinarian.

3. Students will be able to pick out a household pet, describe it, and give instructions for routine care.

   A. Test Description: Oral report
   Teacher Directions: Refer to activity #2

4. All students will be able to name three things a veterinarian does for animals (take temperature, give shots, etc

   A. Test Description: Trip to the Bench Animal Hospital followed by a class discussion.
   Teacher Directions: Refer to activity #1.

RESOURCE PEOPLE

Veterinarian (at hospital tour)

FILMS

"Care of Pets", MP 5212 IMC

FILMSTRIPS

SUPPLIES

*Kits (in packet, CA Center)

FIELD TRIPS

Bench Animal Hospital
or
Dr. William Ewing

BOOKS

*I Want to Be An Animal Doctor - Children's Press
*SRA Work Briefs
(CA Center)

Texts: Finding New Neighbors, Ginn
Fun and Fancy, Ginn
Singing and Rhyming, Ginn

Library books
Encyclopedias
Magazines

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Trip to an animal hospital. Have veterinarian explain what he does for animals, equipment he uses, and how children should care for their pets.

Be sure to have them ask questions. Some questions could be decided upon by the class before the trip.

On returning discuss the trip. What did students learn from it?
Would you like to be a veterinarian? Why?

Review:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Learning Experience When You Return to the Classroom?"
(From Appendix to this book)

MATERIALS 1

Arrange for field trip in advance.

ACTIVITY 2 Suggested Subject Area: Reading

Read I Want to Be an Animal Doctor.

MATERIALS 2

Book:
I Want to Be an Animal Doctor
--Children's Press (CA Center)

GRADE 3

ACTIVITY 1 Suggested Subject Area: Reading

Name some ways you can tell if an animal is ill.

Read The Doctor at the Zoo. (Story, page 77 in Finding New Neighbors.

Discuss and name three categories of animals: zoo animals, farm animals, and household pets. Have students name different animals they can think of and decide in which category they belong.

MATERIALS 3

Finding New Neighbors, Ginn (text)
(Story "The Doctor at the Zoo", page 77)

ACTIVITY 4 Suggested Subject Area: Social Science

Have students choose a household pet they wish to report on. Divide into groups with common interests (i.e. goldfish, rats, hamsters, turtles, dogs, cats, etc.) Each group will give a report and prepare a bulletin board display on routine care and habits of pet.

Continue working on reports as time permits throughout the week, using kits, library books, encyclopedias.

If desired one student from each group may bring a manageable animal on day of reports.

MATERIALS 4

kits
library books
encyclopedias
magazines with pictures of animals

GRADE 3

ACTIVITY 5 Suggested Subject Area: Social Science

Show the film "Care of Pets". Discuss.

MATERIALS 5

Film: "Care of Pets"
--MP 5212 IMC

ACTIVITY 6 Suggested Subject Area: Reading

Read "The Hospital Mouse", page 149 of Fun and Fancy.

MATERIALS 6

Book:
Fun and Fancy, (text)
--Ginn

ACTIVITY 7 Suggested Subject Area: Music

Sing "The Raggletown Singers", page 170 Singing and Rhyming.

MATERIALS 7

Singing and Rhyming (text)
--Ginn

ACTIVITY 8 Suggested Subject Area: Reading

Read: "The Traveling Musicians", page 292 Finding New Neighbors.

MATERIALS 8

Finding New Neighbors (text)
--Ginn

ACTIVITY 9 Suggested Subject Area: Language Arts

The children will bring their bulletin board displays and give group reports.

If desired each group may choose one of their members to bring a pet.

MATERIALS 9

3.21 ZOO-KEEPER

CONCEPTS

A Zoo-keeper is in charge of taking care of zoo animals - feeding, cleaning and health needs. He must know what kind of environment they live in. A Zoo-keeper is responsible for the zoo visitor's behavior toward the animals. Animals are divided into groups according to their characteristics.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Each student will be able to describe three things a zoo keeper does.

   A. Test Description: Trip to the zoo followed by a class discussion on the things a zoo keeper does.
   Teacher Directions: Refer to activity #4

   B. Test Description: Written test
   Teacher Directions: Give each student a piece of lined paper, Ask them to list at least three things a zoo keeper does.

2. Students will demonstrate an understanding of the following terms with their definition.

herbivorous	mammal	bird
carnivorous	fish	diurnal
omnivorous	amphibian	
reptile	nocturnal	

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #2

   B. Test Description: Matching test
   Teacher Directions: Give each student a short quiz with a list of the following terms and another list of their definitions.

herbivorous	mammal	bird
carnivorous	fish	diurnal
omnivorous	amphibian	
reptile	nocturnal	

   Instruct the students to match each term with its definition by connecting the two with a line. (To receive full credit, students should match at least seven of the terms with their correct definitions.)

3.21 ZOO KEEPER GRADE 3

RESOURCE PEOPLE

Zoo Caretaker at Zoo

FILMS

"Animal Babies Grow Up" - MP 1314 IMC
"Animal Hide and Seek" - MP 1326 IMC
"Zoo Baby Animals" - MP 1240 IMC
"Animal School" - MP 1216 IMC

SUPPLIES

Record: "Carnival of Animals"
--BISD Music Consultant

300 Animals Picture Packet
--B.S.C. Library

FILMSTRIPS

FIELD TRIPS

To Boise Zoo

BOOKS

*A Visit to the Children's Zoo (booklet and tape)
*I Want to Be a Zoo-Keeper, Children's Press
(CA Center)
Zoos of the World, Natural History Press
(School Library)
Unlimited library books on animals
Yellow Pages of Learning Resources, MIT Press
(School Library)

Texts:
Finding New Neighbors, Ginn
Unit 1 "Pets and Playtime"
Unit 2 "At the Zoo"
Ranches and Rainbows, Ginn
Fun and Fancy, Ginn
Unit 2 "Animal Stories"
This Is Music, Allyn and Bacon

*CA Center Furnishes

182 172 Unit 321

3.21 Zoo Keeper

3.21 ZOO KEEPER

GRADE 3

ACTIVITY 1 Language Arts

Read story I Want to Be a Zoo Keeper.

Discuss: What does a zoo keeper do?
What are some of the foods zoo animals eat?
Would you like to be a zoo keeper? Why or why not?

MATERIALS 1

I Want to Be a Zoo Keeper
--Children's Press (CA Center)

ACTIVITY 2 Suggested Subject Area: Science

Hand out booklet "A Visit to the Children's Zoo". Play the tape while children look at books. Leave materials in activity corner so children can read and listen in their spare time.

MATERIALS 2

Tape and Booklets:
"A Visit to the Children's Zoo"

ACTIVITY 3 , Suggested Subject Area: Science

Show two of these films: "Animal Babies Grow Up"
"Animal Hide and Seek"
"Zoo Baby Animals" (11 min.)
"Animal School"

Discuss whether or not there should be zoos at all.

MATERIALS 3

Films:
"Animal Babies Grow Up" - MP 1314 IMC
"Animal Hide and Seek" - MP 1326 IMC
"Zoo Baby Animals"- MP 1240 IMC
"Animal School" - MP 1216 IMC

ACTIVITY 4 Suggested Subject Area: Language Arts

Roleplay - How do you feel as an animal in a zoo? (Have one student be an animal and another be a reporter.)

or
Write a story pretending you are a zoo animal.

or
Make an animal puppet and have a puppet show describing zoo living.

MATERIALS 4

Materials for making puppets

ACTIVITY 5 Suggested Subject Area: Social Studies, Science

Field trip to zoo. Allow 1½ - 2 hr.

On returning discuss trip.

1. What did the class learn from the trip?
2. Would you want to be a zoo keeper? Why or why not?
3. Which animal did you find most interesting? Why?

Draw a picture of your favorite animal at the zoo.

Review: "How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
(From Appendix of this book.)

MATERIALS 5

Arrange for field trip in advance.

ACTIVITY 6 Suggested Subject Area: Art

Make a mural of a zoo, or a collage of zoo animals.

Suggestion: Each child choose a different animal, then cut them out of colored paper, gluing them together. Attach all animals to a large piece of butcher paper and hang in room or hallway.

MATERIALS 6

colored paper
scissors
glue
butcher paper

ACTIVITY 7 Suggested Subject Area: Music

This Is Music - "Carnival of Animals" Page 84.

There is also a record which is necessary to the activity. Follow music book teacher guide for directions. Will take three music sessions of 15 minutes each.

Contact Barbra Oldenberg, BISD Music Consultant for these materials.

MATERIALS 7

Record:
"Carnival of Animals"
--Saint-Saens

ACTIVITY 8 Suggested Subject Area: Science, Art

Explain to the students that there are many terms to know in the study of animals. List the following terms on the board and ask the children to explain each:

herbivorous
carnivorous
omnivorous
reptile
mammal
fish
birds
amphibians
nocturnal
diurnal
cold-blooded
warm-blooded

Discuss animal pictures from packet and classify each according to the terms above.

Have children draw a picture of an animal and label it with one or more of the above terms, making sure the terms they choose properly identify the animal they have drawn.

MATERIALS 8

Animal Picture Packet
--B.S.C. Library

Drawing paper
Crayons

GRADE 3

ACTIVITY 9 Suggested Subject Area: Science

Go through the article "Zoo" on page 83 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS 9

Book:
Yellow Pages of Learning Resources
--MIT Press
(School Library)

CONCEPTS

Our food comes from all over the world. A retail food store has many workers--manager, clerk, produce manager, meat manager (butcher), bakery manager, grocery checkers, box boys, stock boys. Each worker must do his job carefully and responsibly if the store is to run efficiently.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to name at least five retail store workers and describe each of their jobs in a complete manner.

   A. Test Description: Brainstorming session and class meeting
   Teacher Directions: Refer to activities #2 and 3.

2. Students will be able to tell why the retail food store workers are important to him.

   A. Test Description: Class meeting
   Teacher Directions: Encourage all of the students to participate in a class discussion on why the retail workers are important to all of us.

RESOURCE PEOPLE

FILMS

"Story of the Wholesale Market"
MP 5391 IMC

FILMSTRIPS

*"My Dad Works in a Supermarket", SVE
(CA Center)

*"New Orleans, Nurturing Community", SVE
(CA Center)

FIELD TRIPS

To a Supermarket

BOOKS

SUPPLIES

Large map of world
Paper
Pencils
Cards with Food Workers Names
Printed on them - One name per
Card
Problem cards

*Play money - (CA Center)

*Crossword Puzzles (CA Center)
(Grocer)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Show and discuss the film "Story of the Wholesale Market" (11 min.)

MATERIALS 1

Film:
"Story of the Wholesale Market"
MP 5291 IMC

ACTIVITY 2 Suggested Subject Area: Social Studies

Discussion: Using a large map of the world, show locations of some of the places we get foods. Example: Coffee, South America; tea, Far East; chocolate, South America; rice, olives, cocoanuts, pineapples, seafood, Mediterranean Area; canned beef, Argentina; etc.

Question: How do we in Boise get foods from all over the world? Discuss importance of supermarkets.

Read at least twice the poem "To Think" by Elizabeth Coatsworth.

To think I once saw grocery shops
With but a casual eye.
And fingered figs and apricots
As one who came to buy.
To think I never dreamed of how
Bananas sway in rain,
And often looked at oranges,
Yet never thought of Spain.
And in those wasted days I saw
No sails above the tea,
For grocery shops were grocery shops
Not hemispheres for me.

Discuss the poem and the concept of supermarkets as windows on the world.

MATERIALS 2

Large map of the world

ACTIVITY 3 Suggested Subject Area: Social Studies

Brainstorming session: Divide students into groups of 5. Appoint one person as recorder. Discuss brainstorming rules:

1. Get as many ideas as possible
2. All ideas are accepted
3. One person talks at a time
4. Everyone participates

Ask groups to list as many workers as they can that help in the supermarket. Give about 5 - 10 minutes to work. Come back to large group and compile a class list of retail workers. Ask students to try to find out what these workers do.

MATERIALS 3

Paper and pencils

ACTIVITY 4 Suggested Subject Area: Language Arts

Divide class into groups to discuss what they know about food store workers. Give each group a card with a job on it. Ask them to prepare an oral report for the class. Review how to make a report. Let them work about 10 minutes.

As each group reports to the class, write a sentence together about the worker. Later put these on charts for future reference.

If time, children could make a picture of the worker they reported on.

Discuss the field trip. What are we looking for? Let's see if we are right in what we said about each worker. Each group watch for your worker.

MATERIALS 4

Cards with food store workers jobs printed on them, one job per card.

ACTIVITY 5 Suggested Subject Area: Social Studies

Take a field trip to a supermarket. If possible begin with a talk with the manager of the store. End with a demonstration by a checker, emphasis on making change.

In the classroom review charts about workers, revise if necessary. Discuss what was seen at the store.

Review for Field Trip:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?" from appendix of this book.

MATERIALS 5

Field trip to a supermarket.

ACTIVITY 6 Suggested Subject Area: Mathematics

Divide class into checkers and customers. Number each checker. Give each checker $2.00 in change, each customer two $1 bills.

Have problem cards made up from newspaper ads. Give a problem card to each customer. He figures out the total, takes it to the checker, gives him two $1 bills. Checker adds prices, makes correct change.
(Problem cards can be varied according to individual abilities.)

After checkers and customers complete their tasks, switch roles, give out new numbers and reshuffle the problem cards.

MATERIALS 6

Problem cards

Play money

ACTIVITY 7 Suggested Subject Area: Social Studies

Show and discuss the filmstrip "New Orleans, Marketing Community".

There is a cassette that goes with thes strip, but it is suggested that you just use the Teacher's Guide instead.

MATERIALS 7

Filmstrip and Teacher's Guide:
"New Orleans, Marketing Community"
(CA Center)

ACTIVITY 8 Suggested Subject Area: Spelling

Use the crossword puzzle found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

The puzzle included for this unit is "Grocer".

MATERIALS 8

Crossword Puzzle:
"Grocer"
(CA Center)

ACTIVITY 9 Suggested Subject Area: Social Studies

Show and Discuss the filmstrip "My Dad Works in a Supermarket".

MATERIALS 9

Filmstrip:
"My Dad Works in a Supermarket"
--SVE
(CA Center)

3.23 HOTEL/MOTEL MANAGER

CONCEPTS

Hotels and motels provide places to sleep and eat for travelers and business people. Hotels are usually located in the business section of town and often include facilities for conventions and other large gatherings. Motels are less formal than hotels, and are usually designed for the convenience of the traveler, and are located near major highways.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to describe the work of five hotel/motel employee jobs.

   A. Test Description: Role-playing
   Teacher Directions: Refer to activity #3

   B. Test Description: Matching test
   Teacher Directions: Give each student a list of five hotel/motel employee job titles and a brief description of the work of each job. Ask the students to match the job titles to the correct job description.

2. Students will be able to state at least one logical reason why a specific motel or hotel is located where it is in Boise.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #1

RESOURCE PEOPLE

FIELD TRIPS

To Motel with Convention Center

FILMS

FILMSTRIPS

* "Flagstaff, Arizona, Service Community"
---SVE

BOOKS

* Come to Work With Us in a Hotel
--Sextant

* Popeye the Sailor and Hospitality and Recreation Careers
--King

SUPPLIES

Simplified city maps
Teacher-made math problems
Drawing paper
Stryofoam packing material for optional activity

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Discuss hotels and motels. Let children tell about their experiences staying in a hotel or motel.

Group children in pairs. Give each pair a city map and the addresses of five Boise hotels and motels. Include the following:

Hotel Boise
Idanha Hotel
Holiday Inn
Rodeway Inn
Boisean Motel

Help students plot on the map the locations of each hotel and motel. Discuss why each of the hotels and motels is located where it is.

Ask questions such as the following:
Why do we have hotels and motels?
Who uses hotels and motels?
How does your family choose a hotel or motel?
If you were a businessman, where would you want to stay?

Place comic books out (room set) for students to use during free time.

MATERIALS 1

Simplified city maps
(one for each 2 students)

Comics: Popeye and Hospitality and Recreation Careers

ACTIVITY 2 Suggested Subject Area: Social Studies

Show filmstrip "Flagstaff, Arizona Service Community" frames 1 - 21

List and discuss the work of motel employees. Ask children to speculate on what a hotel or motel manager might do.

Read to the students the book Come to Work With Us in a Hotel.

See if they can guess each job that is described.

MATERIALS 2

Filmstrip:
"Flagstaff, Arizona Service Community"
--SVE

Book:
Come to Work With Us in a Hotel
--Sextant

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Roleplay situations involving hotel/motel employees:

registering a guest
interviewing a person about a job
operating an elevator
taking a guest to his room
telling about the features of his hotel or motel
calling a guest at 8:15

Discuss upcoming field trip to the Rodeway Inn. List questions to look for answers to.

ACTIVITY 4 Suggested Subject Area: Social Studies

MATERIALS 4

Field trip to the Rodeway Inn

Field trip to the Rodeway Inn and Convention Center. On way back to school drive by the new Royal Inn on Curtis.

After arriving back at school, discuss the hotel/motel business.

ACTIVITY 5 Suggested Subject Area: Math

MATERIALS 5

Teacher-made math sheet with problems of varying levels of difficulty.

Prepare a worksheet of math problems of varying levels of difficulty which involve the hotel/motel business.

Examples: 1. Single room cost $12 per night
Double room cost $18 per night
How much more is the double room?

2. The Jones family has 4 members, 2 adults and 2 children ages 10 and 13.
A motel charges $20 a night for a double room and $5 extra for each child over 8. How much in all?

ACTIVITY 6 Suggested Subject Area: Art

Let children make a picture of a hotel of the future or using styrofoam packing material, build a model of a hotel or motel of the future.

MATERIALS 6

Drawing paper
Crayons

Styrofoam packing material
Glue

3.24 SALESPEOPLE

CONCEPTS

There are different types of salespeople - those who sell products and those who sell services. Successful salespeople should be neat in appearance. They should be polite to people. Successful salespeople should believe in and know about the product or service they are selling.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to make a list of salespeople who sell services and those who sell products.

   A. Test Description: Game activity with a group of selected pictures, followed by each student making a list of products and services using the picture file.
   Teacher Directions: Refer to activity #3.

2. Students will be able to play the role of a salesperson and the role of a person buying from a salesperson.

   A. Test Description: Role-playing
   Teacher Directions: Refer to activity #2.

RESOURCE PEOPLE

-Person actively working as a salesperson
-B.S.C.
-Links
-Distributive Education person at Sr. High level
-Economics teacher

FILMS

"Making That Sale", IMC MP 5269 EJS

FILMSTRIPS

*"My Dad Works in a Shoe Store" - ERS

FIELD TRIPS

BOOKS

* Popeye the Sailor and Marketing and Distributing Careers

Childcraft, Volume 6 (Page 214 poem, "Hawker")
(Page 84 "The Store on Wheels)

Simulated Games and Activities for Social Studies

SUPPLIES

* Pamphlet: "Better Retail Selling"
* Simulation Games and Activities for Social Studies

Materials to make a temporary store setting
Articles to sell in store - empty cans, cartons, etc.
* Play money
Magazines from which to cut pictures

*CA Center Furnishes

GRADE 3

ACTIVITY 1 Suggested Subject Area: Language Arts

Children think of people who sell things. Teacher mentions the idea of people who have a service to sell if children do not think of it.

As salespeople are mentioned, teacher lists seperately the products and the services.

Make this into a chart

Show the filmstrip: "My Dad Works in a Shoe Store"

Discussion of attributes of being a good salesperson.

Teacher lists on board. Make another chart to go with first one.

Place the comic books on display for free time us during this unit.

MATERIALS 1

Tagboard

Filmstrip:
"My Dad Works in a Shoe Store"
--E.R.S.

Teacher Resource:
Pamplet: "Better Retail Selling"

Comics: Popeye the Sailor and Marketing and Distribution Careers

ACTIVITY 2 Suggested Subject Area: Math

Set up a play store.

1. Teacher make up problems involving purchases. (Money problems, addition)
2. Teacher make up problems involving purchases and making change. (subtraction)
3. Children make up problems of their own as they role play salesperson and customers

MATERIALS 2

Materials or area for play store

articles to sell

play money

ACTIVITY 3 Suggested Subject Area: Social Studies

For a game, the teacher shuffles a group of selected pictures. Child or children place pictures into seperate categories.

"This person would be selling a:"
a. service
b. product

Using picture file, each child makes a list of products and services.

MATERIALS 3

Simulated Games and Activities for Social Studies
page 10, Activity 1,2

File of mounted pictures of products and services.

ACTIVITY 4 Suggested Subject Area: Social Studies/Art

Children make a bulletin board of products and services.

MATERIALS 4

Simulation Games and Activities for Social Studies
page 10, Activity 3

Construction paper

Magazines from which to cut pictures.

ACTIVITY 5 Suggested Subject Area:

View film "Make That Sale".

Discuss

MATERIALS 5

Film: "Making That Sale"
--IMC MP 5269 -EJS

ACTIVITY 6 Suggested Subject Area: Social Studies

Children read want ads in newspaper and make a list of occupations and different kinds of work.

Emphasize sales people and what they will be selling.

MATERIALS 6

Newspaper want ad sections

3.24 Salesperson, Acc. 3-4-5-6

ACTIVITY 7 Suggested Subject Area: Social Studies

Do the activity "Competition and Profit" on page 23 of this booklet. This is a rather lengthy activity but seems well worth the time spent.

MATERIALS 7

Simulated Games and Activities in Social Studies

3.25 SHOE REPAIRMAN

CONCEPTS

The shoe repairman used special equipment to fix shoes so they can be worn longer.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. The student will be able to describe how a shoe repairman fixes shoes.

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #5

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask the student to describe how a shoe repairman fixes shoes.

2. The student will be able to shine shoes, using polish, an applicator cloth, and a buffing cloth.

   A. Test Description: Shoe shine contest
   Teacher Directions: Refer to activity #3

RESOURCE PEOPLE

Shoe Repairman
or
Field trip to shoe repair shop

FIELD TRIPS

FILMS

FILMSTRIPS

* The Story of Leather" SVE

BOOKS

Exploring Music
--American Book Co.

Music Round the Town
--Follett

SUPPLIES

Old shoes (supplied by students)
Black and brown shoe polish
Cloths for applying polish
Cloths for buffing shoes
* SRA Work Brief

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science

Show the filmstrip "The Story of Leather".

Follow with the questions suggested on the filmstrip.

MATERIALS 1

ACTIVITY 2 Suggested Subject Area: Music/Reading

Sing song: "The Cobbler", page 92, Exploring Music

Dramatize the work of the shoemaker.

Sing: "The Little Shoemaker", page 16 Music Round the Town

Read poems "The Cobbler and "Mr. Minnitt" as choral readings.

Ask children to bring old shoes to class for next activity. These should be shoes of many kinds. Also they should be shoes that can be discarded when this activity is finished.

MATERIALS 2

Exploring Music
--American Book Company

Music Round the Town
--Follett

THE COBBLER

Boys: Crooked Heels
Girls: And scruffy toes
All: Are all the kinds of shoes he knows.
Girls: He patches up The broken places
Boys: Sews the seams
All: And shines their faces

--Eleanor A. Chaffee

MR. MINNITT

All: Mr. Minnitt mends my soles When I have walked them into holes.
Girls: He works in such a funny place
Boys: And has a wrinkly, twinkly face.
Girls: His hands are brown and hard and thin,
Boys: His thread goes slowly out and in.
Girls: He cannot walk without a crutch--
All: I like him very, very much.

-- Rose Fyleman

3.25 SHOE REPAIRMAN

GRADE 3

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Old shoes brought by children.

Put all old shoes children have brought into a big box. Let each child choose a shoe and do one of the activities listed below. (Put on a chart)

1. Write a story about your shoe - what kind of a person wore it? Where has it travelled? What exciting adventures has it had?

2. Make a picture of the person who might have owned your shoe. Give that person a name.

3. Draw the outline of your shoe. Make it into a picture.

4. Pretend you are the shoe. Tell about yourself. What kind of shoe are you? Do you like your life? What funny things have happened to you?

5. Write a poem or a song about your shoe. Read your poem or sing your song.

6. Make up a speech your shoe might make about the need for a Be Kind to Shoes Week.

7. Write a description of your shoe so we could find it if it got lost.

Share what they have done with the rest of the class.

Divide children into teams of two. Ask one team member to bring a pair of black or brown shoes to polish.

ACTIVITY 4 Suggested Subject Area: Social Studies

Give demonstration of shoe-shining, using only a cloth, polish, and a buffing cloth.

Have a shoe shining contest. Each team shine a pair of shoes, using polish, an applicator cloth and a buffing cloth.

Give a prize to the winning team.

MATERIALS 4

Black and brown shoe polish

Cloths for applying polish and buffing shoes.

Shoes brought by children.

ACTIVITY 5 Suggested Subject Area: Social Studies

Divide class into groups of three. Let each group choose an old shoe from the box of discarded shoes.

Students are to take the shoe apart to see how it is made, then see how it would go back together.

Ask children not to tear or cut the leather, but pull out the tacts, cut stitching, etc.

Let groups share with each other how shoes are constructed.

If time, talk about man-made and natural materials. Advantages and disadvantages of each.

Discuss shoes in other cultures and/or climates. How would they be different? Why?

If students have examples of unusual shoes, ask them to bring them and report on them. (These could be old, old shoes, moccasins, etc.)

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Social Studies

Invite a shoe repairman to come and tell about his work, or visit a shoe repair shop.

After the visit or trip, discuss how shoe repairman helps the community by providing a service.

Discuss how pioneer families got shoes or got them repaired.

MATERIALS 6

Field trip to shoe repair shop

or

Resource Person: Shoe Repairman

CONCEPTS

Sports can be played just for fun, but many people are paid to be a baseball, basketball, or football player on professional teams. Learning to play a sport well takes a lot of practice and a healthy body.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to explain qualities necessary to be a good athlete.

   A. Test Description: Oral report
   Teacher Directions: Ask students to cut out an article or picture from a magazine or newspaper of a professional athlete and give a brief report to the class explaining the qualities necessary to be a good athlete, using their cut-out of a particular athlete as an example.

   B. Test Description: Panel discussion
   Teacher Directions: Group the students into small groups of five or six. Have each group present a panel discussion on the topic "The qualities necessary to be a good Athlete."

2. Students will begin learning some fundamental baseball skills such as throwing, catching and hitting a ball.

   A. Test Description: Physical education activity
   Teacher Directions: Refer to activity #3.

RESOURCE PEOPLE

Panel of athletes and coach from high school or college

FILMS

FILMSTRIPS

FIELD TRIPS

SUPPLIES

transparency of a baseball diamond
softballs
bats
soft playground balls

BOOKS

Arrow Book of Sports Stories
--Scholastic Book Services
A Teacher's Guide to Elementary School Physical Ed
--Kendall/Hunt Publishing Company
* John Henry and Paul Bunyan Play Baseball
--Garrard
* Favorite Poems Old and New
--Doubleday
* I Want to Be a Baseball Player
* I Want to Be a Basketball Player
* I Want to Be a Football Player
--Children's Press

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: P.E./Language Arts

Talk about the sport of baseball. Find out what the children know.

As baseball words are mentioned write them on the board and discuss their meanings. Let those who have played little league baseball tell briefly of their experiences.

Using the overhead projector, show a baseball diamond. As discussion proceeds label each position where it is played. Talk about rules informally at this time.

Read a baseball story to the class, such as one of the following:

"Magic Bat"
"Surprise Attack"

Both of these are from the Arrow Book of Sports Stories, Scholastic Book Services.

MATERIALS 1

Transparency of baseball diamond

Pen for writing on transparency

Book:
Arrow Book of Sports Stories
--Scholastic Book Services

ACTIVITY 2 Suggested Subject Area: Physical Education

Play one of the following softball warm-up activities:

Catch-up	Page 363
Pop Fly	Page 364
Long Base	Page 366
Base Race	Page 367

Emphasize developing skills and having fun.

MATERIALS 2

Book:
A Teacher's Guide to Elementary School Physical Education
--Kendall/Hunt Pub. Co.

ACTIVITY 3 Suggested Subject Area: Physical Education

Invite some 5th or 6th graders to be "coaches" to work with small groups of students on throwing, hitting, catching the ball.

Be sure "coaches" are stressing having everyone participate, helping each student and giving plenty of encouragement.

MATERIALS 3

softballs
bats

GRADE 3

ACTIVITY 4 Suggested Subject Area: Physical Ed./Social Studies

Invite a panel of athletes and a coach if possible from a high school or college to talk about being an athlete.

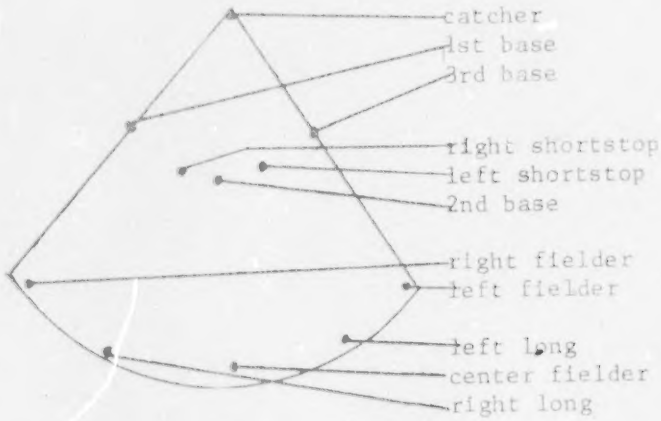
Perhaps they could give a demonstration of their skills.

MATERIALS 4

Resource People:
Panel of athletes and coach.

ACTIVITY 5 Suggested Subject area: Physical Education

Mushball:
Have students draw for positions on the team (1 each)
Use a very soft ball, rubber preferred. The team batting provides the pitcher. Each batter gets three pitches. If it isn't hit in three tries, no matter how it is pitched, the batter is out. There is not stealing of bases. This can be a running game over several days to insure all class members have a chance to participate. They can change positions daily to let everyone have a chance to play several places.



After the game read: John Henry and Paul Bunyan Play Baseball

MATERIALS 5

soft playground balls or softball and bats

Books:
A Teacher's Guide to Elementary School Physical Education
--Kendall/Hunt Pub. Co.

John Henry and Paul Bunyan Play Baseball
--Garrard

ACTIVITY 6 Suggested Subject Area: Language

Have children write a story about a baseball player or a baseball game.

Collect sports pictures and use them as motivators.

Read "Casey at the Bat" in Favorite Poems Old and New

There are hundreds of other poems in this book that you may wish to read to the class, whether pertaining to sports or not. A personal copy would cost you $6.95.

MATERIALS 6

Book:
Favorite Poems Old and New
--Doubleday

ACTIVITY 7 Suggested Subject Area: Art

Make still-life drawings of baseball equipment

or

Make stick-figure or coil drawings from watching a student model the actions of a baseball player.

MATERIALS 7

Drawing paper
Pencils
Crayons

3.27 JEWELER

CONCEPTS

Jewelers make, repair, and sell jewelry.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

I. Students will be able to describe what a jeweler does, including at least two of the following: making, repairing, or selling jewelry.

A. Test Description: Class meeting
Teacher Directions: Ask the students to discuss the work of a jeweler. Have them describe at least two of the following: making, repairing, or selling jewelr.

B. Test Description: Draw-a-picture illustration
Teacher Directions: Give each student two pieces of blank paper and crayons. Ask them to draw or diagram a picture which illustrates the work of a jeweler.

C. Test Description: written test
Teacher Directions: Give each student a piece of lined paper. Ask them to write a paragraph which describes the work of a jeweler.

3.27 JEWELER GRADE 3

RESOURCE PEOPLE

Art student to demonstrate making jewelry

Jeweler

FILMS

FILMSTRIPS

SUPPLIES

Materials for jewelry making
See Activity 3
Pictures or samples of jewelry from another culture
Examples of many kinds of jewelry
Clocks and Watches
Pictures or models of working of a clock or watch.

FIELD TRIPS

BOOKS

Exploring Elementary Mathematics (Text)
--Holt, Rinehart, Winston

3.27 JEWELER

GRADE 3

ACTIVITY 1

Suggested Subject Area: Social Studies

MATERIALS 1

Pictures of jewelry from other cultures, other historical periods.

6 pictures of jewelry from another culture, or the item itself.

Discuss jewelry.
- What is jewelry?
- What are its purposes?
- Why do people make and wear jewelry?

Use map to show some regions where man lives. Ask -
- What might eskimoes use to make jewelry?
- What did Indians use to make jewelry?
- What did pioneers use to make jewelry?
- Why are gold and precious gems used in jewelry?

Divide children into groups. Give each group a piece of jewelry or a picture of jewelry. Try to answer these questions:
1. What part of the world did these people live in?
2. Who might have worn this?
3. Why was it prized?
4. Do you know anything else about the people from looking at the jewelry?

After groups talk together, share ideas with total group. Add other ideas.

Ask children to bring jewelry or pictures of jewelry (especially hand made jewelry) for a display.

(Cont)

MATERIALS 1

ACTIVITY 1

A. Classify types of jewelry
   1. Costume jewelry - What is it?(inexpensive)
      a. Where can you find it? (stores)
      b. What materials are used? (tin, brass, leather, wood, plastic, glass, shells, beads, etc.)
      c. Why do people wear it? (fun)
      d. Could we make it? (show example)

   2. Semi-precious jewelry - What is it? (more expensive)
      a. Where can you find it? (jewelry stores)
      b. What materials are used (gold, silver, brass, stones such as garnets, jade, agates)
      c. Why do people wear it?
      d. Could we make it? (show example - yes)

   3. Precious jewelry - What is it? (expensive)
      a. Where can you find it? (expensive jewelry stores)
      b. What materials are used? (gold, silver, diamonds, rubies, saphires)
      c. Why do people wear it?
      d. Could we make it? (no - expert craftsman)

Procedure - make chart on board. Involve children in discussion of jewelry.

B. Other purposes of jewelry
   1. What are they? (Ward off evil spirits, used for decoration-homes, animals, show leadership, etc.)
   2. Who uses jewelry for these purposes? (Indians, Africans, Americans)

Procedure - discussion and show pictures.

GRADE 3

ACTIVITY 2 Suggested Subject Area: Social Studies

MATERIALS 2

Resource Person: Art Student

Invite an art student in to talk to the class and demonstrate how some jewelry is made.

Allow time for the children to ask questions.

Suggest that children bring materials for making jewelry.

ACTIVITY 3 Suggested Subject Area: Art

MATERIALS 3

Appropriate materials for making jewelry.

1. Rolled paper beads: Cut magazine pictures into small triangles. Roll from large end around to make a cylinder. Glue point. When dry, string on yarn.
2. Clay beads: Use water based clay. Shape small beads around toothpicks. When dry remove from toothpicks, paint, string on yarn.
3. Captive rock jewelry: Twist wire firmly around rock, leaving a loop at the top. Paint rock if desired, string on ribbon.
4. Macaroni beads: Color macaroni of a variety of shapes. Sting on yarn.
5. Junk jewelry: Bring old beads, pins, buttons, earrings, etc. Make into jewelry.
6. Driftwood pins: Sand and polish small driftwood pieces. Put safety pin clasp or wire for pendant.
7. Colored wire jewelry: Use colored wire, make pins, pendants.
8. Papier-mache jewelry.
9. String purchased beads.
10. Seed jewelry.
11. Macrame jewelry.

3.27 JEWELER

GRADE 3

ACTIVITY 4 Suggested Subject Area: Science

How do clocks and watches work?

Invite a jeweler to talk to class about the jewelry business and watch and clock repair. Show tools used. If has a model of the clock workings, ask if he could bring it.

Bring in several big pocket watches or pictures of works of a clock for watch.

(Fisher-Price has a transparent clock which shows how gears work. Perhaps someone has one at home.)

Take backs off pocket watches and see how they work.

MATERIALS 4

Resource Person:

Jeweler

ACTIVITY 5 Suggested Subject Area: Math

Introduce or review Roman Numerals and telling time.

Make clock faces, putting on the hours with Roman Numerals.

Make clock faces for given times such as 2:30, 8:15, 10:00, etc.

Page 110-111 Exploring Elementary Mathematics - Telling Time

If time permits, encourage children to design a clock or watch.

MATERIALS 5

Manila paper for clock faces.

Book: Exploring Elementary Mathematics -- Holt, Rinehart, Winston

ACTIVITY 6 Suggested Subject Area: Math/Social Studies

1. Make a sundial. Figure out how it would be marked.
2. Invite a rock collector to show how stones are polished and cut.

MATERIALS 6

3.28 POTTERY MAKER

CONCEPTS

Pottery is made from clay which comes from the earth. Indians and other people made pottery in ancient times. Pottery can be made by hand or by machines. At home and school we find many items made of pottery and many people work at supplying us with the pottery. The pottery maker's job is desirable and productive

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to answer questions concerning the following:
   a. List of five items made from clay.
   b. How heat is used in pottery making.
   c. How dishes are made in our country.
   d. Definition of terms: china, porcelain, glaze, ceramic

   A. Test Description: Class meeting
   Teacher Directions: Refer to activity #3

   B. Test Description: Written test
   Teacher Directions: Give the students a short quiz made up of the following questions:
   (1) List five items made from clay.
   (2) How is heat used in pottery making?
   (3) How are dishes made in our country?
   (4) Define these terms; china, porcelain, glaze, ceramic

2. Each student will complete a small pot using either the coil or pinch pot method. The method will be the choice of the student.

   A. Test Description: Making small pots by either pinch pot or coil method.
   Teacher Directions: Refer to activity #5

RESOURCE PEOPLE

Local person who digs clay and makes pottery

Local person who works with ceramics or sells china

FIELD TRIPS

Boise State College pottery studio

FILMS

FILMSTRIPS

"Maria, the Potter" (Peublo Indian Pottery), A12

BOOKS

The Little Indian Pottery Maker, Ann Nolan Clark
Living in America, Today and Yesterday, Macmillian (text)
Finding New Neighbors, Ginn (text)
Science Far and Near, Heath (text)

SUPPLIES

Air drying clay for hand shaping pots

Pottery pictures from "Arizona Highways"

* Ceramic Casting Molds (3)

* CA Center Furnishes

3.28 POTTERY MAKER

GRADE 3

ACTIVITY 1 Suggested Subject Area: Reading

As an introduction to this unit read story "The Eagle Hunt", page 156-164

Have discussion about crafts mentioned in story, stressing the importance of pottery in the lives of the Pueblo people and other ancient civilizations.

Use the illustration of the "jar" on page 161.

Lead discussion into importance of pottery in our lives. Ask each student to bring something from home made of pottery.

MATERIALS 1

Textbook:
Finding New Neighbors, Ginn
(pages 156-164)

ACTIVITY 2 Suggested Subject Area: Social Studies

Unit on "Pueblo Indians" should have been started prior to this time in Social Studies.

Arrange unit so that Activity 2 of Career Awareness unit on Pottery Maker will cover "A Visit to Another Pueblo" which deals with and illustrates pottery making.

Allow students to go to library and find books on this subject.

MATERIALS 2

Textbook:
Living in America Today and Yesterday
(pages 181-193)

ACTIVITY 3 Suggested Subject Area: Science

Unit on "The Use of Rock and Clay"

Read, discuss. Stress fact[illegible] if students have not brought pottery objects they could bring china, flower pots, or other clay things.

Unit will cover more than one class meeting and should be followed with quiz to satisfy Behavioral Objective #1.

MATERIALS 3

Textbook:
Science Far and Near, Heath
(pages 57-73)

ACTIVITY 4 Suggested Subject Area: Social Studies and Art

Show the filmstrip "Maria the Potter". Follow with discussion of filmstrip, pottery and potters.

Review concepts covered to date.

MATERIALS 4

Filmstrip:
"Maria the Potter"
(Pueblo Indian Pottery)

A-12, 813 Boise Schools

GRADE 3

ACTIVITY 5 Suggested Subject Area: Art

Making small pots by either pinch pot or coil method. Let students choose method they prefer.

Demonstrate and discuss both methods, stressing the facts that the Indians used the coil method.

1. Have students cover desks with old newspapers. Give each student a portion of air-drying clay.

2. After posts are allowed to dry let students decorate them with wax crayons or tempora paint.

MATERIALS 5

Old newspapers
Air drying clay
Pamplet"
Clay Modeling Methods
--American Art Clay Co.

ACTIVITY 6 Suggested Subject Area: Social Studies and Art

Ask resource person to visit. Someone who is actively involved in pottery making as a hobby or a profession.

Be sure that person is informed of the following:

1. Importance of treating subject from Career Awareness standpoint.
2. What has been covered in the classroom.
3. Field trip to Boise State College will follow this activity.

MATERIALS 6

Resource person

ACTIVITY 7 Suggested Subject Area: Social Studies/ Art

Field trip to Boise State College pottery studio.

Pre-arrangements should be made with:

1. B.S.C. Faculty
2. Drive and bus
3. Parents (permission slips and possibly parent chaperones)

MATERIALS 7

Bus request
Parent permission slips
Boise State College faculty member

ACTIVITY 8 Suggested Subject Area: Language Arts MATERIALS 8

Have each student write and illustrate a brief story or poem using at least three of the following words:

clay	factory	Indian	ceramic
bowl	kiln	pottery	porcelain
dish	pot	glaze	

This creative writing assignment should be introduced very carefully by the teacher. The results of the writing should reflect a rudimentary understanding of pottery making and the career possibilities in the field.

The teacher will evaluate this considering individual abilities.

ACTIVITY 9 Suggested Subject Area: Social Studies/Language Arts MATERIALS 9

Possible follow-up in Salespeople Unit:

Selling pottery could involve:

1. Artist or designer sells design to factory
2. Factory representative sells to store buyer.
3. Salesperson in store sells to customer.

3.28 POTTERY MAKER

GRADE 3

ACTIVITY 10 Suggested Subject Area: Art

MATERIALS 10

Ceramic casting molds

This activity will take several days as a mold can be used only once during each day.

Prepare the slip by adding water to the clay, stir until smooth (absolutely no lumps) and whip cream thickness. (Commercially prepare slip may be obtained at ceramic shops at approximately $1 a gallon)

Pour the slip into the mold keeping the mold completely full. As the moisture goes into the mold the slip will recede. After about 20 minutes or when the thickness around the edge of the mold is almost ¼" thick empty the remaining slip from mold.

Let mold set until clay starts to pull away from sides - 45 minutes to an hour. Some molds require longer. Gently lift straight up with half of mold. It is not ready if it doesn't come easily.

Clean the mold with a clean cloth brushing gently toward the center of the mold not away from center as the damp mold can be easily damaged. All clay should be removed while it is damp.

Only one piece of green ware can be poured a day. The mold needs to dry over night before being used again.

3.29 SKI AREA DIRECTOR

CONCEPTS

Skiing is a fast-growing winter sport which requires many skilled workers to plan, prepare and maintain the ski area. Many jobs connected with the ski area are seasonal and the workers must find other employment in the off season. The ski area director is responsible for the operations of the entire recreational facility.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to demonstrate an understanding of occupations which are seasonal jobs.

   A. Test Description: Class meeting and art activity
   Teacher Directions: Refer to activity #4

2. B. Test Description: Written test
   Teacher Directions: Give each student a list of 10 occupations, 5 of which being seasonal jobs. Read the list aloud to the class and instruct the students to place a / mark next to the jobs which are seasonal

3.29 SKI AREA DIRECTOR — GRADE 3

RESOURCE PEOPLE

Ski Area Director

FILMS

(Optional)
"Teton Valley Ski Area"
"Ski Novice"
"Ski Time"
"Ski Techniques"
--BSC Film Library

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Pamphlets from Bogus Basin Ski Area
Graph paper for making bar graphs
Ditto of people for people chain

ACTIVITY 1 Suggested Subject Area: Social Studies

Have children look at pamphlet. Discuss the pictures and the map.

Group children to discuss these questions:
(Have a "secretary" write down group answers to the questions)

1. What are some of the services at Bogus Basin?
2. What kinds of ski lifts does Bogus Basin operate?
3. Make a list of jobs people who work at Bogus Basin might do.

MATERIALS 1

Pamphlets of Bogus Basin which include a map of the ski area.

ACTIVITY 2 Suggested Subject Area: Math

Make simple bar graphs to show differences in lift prices for day and night skiing and for half-day passes.

Day pass	$6.50
Night pass	3.00
Half day	5.00

Children:

Day	$5.00
Night	2.00

How much will it cost the Jackson family for a day of skiing?
The family includes 2 adults and 2 children. Include 4 lunches at $100 each.

Other problems could be developed by teacher and/or students.

MATERIALS 2

Graph paper

ACTIVITY 3 Suggested Subject Area: Social Studies

Invite a ski area director to come to school and talk about his work and other jobs at the ski area. If possible show a ski film.

Ask him to bring ski equipment to display and describe. Be sure to allow time for students to ask questions.

MATERIALS 3

Resource Person:
Ski Area Director

ACTIVITY 4 Suggested Subject Area: Social Studies

MATERIALS 4

Drawing paper
Crayons

Discuss seasonal employment.

Make a list on the board of seasonal occupations. See if students can define the term and suggest other seasonal occupations.

Example: Fruit workers
Park recreation directors
Farm employees
Loggers

Ask children to suggest some advantages and disadvantages of seasonal occupations.

Ask: Which jobs at the ski area are seasonal?

Make pictures to show a seasonal occupation.

ACTIVITY 5 Suggested Subject Area: Social Studies

MATERIALS 5

Ditto of people for people chain

To show interrelatedness of many jobs, have students fill in a people chain with as many ski-related jobs as they can think of.

Some preliminary discussion might help them get started.

Some jobs which might be included:

ski instructor
ski-lift operator
restaurant workers
ski shop operators
ski repairmen

ACTIVITY 6 Suggested Subject Area: Social Studies

MATERIALS 6

One of the following films
"Tecon Valley Ski Area"
"Ski Novice"
"Ski Time"
"Ski Techniques"
--BSC Film Library

Show one of the following films, emphasizing the workers involved?

"Teton Valley Ski Area"
"Ski Novice"
"Ski Time"
"Ski Techniques"

3.29 SKI AREA DIRECTOR

GRADE 3

ACTIVITY 7

Suggested Subject Area: Social Studies

Visit the Winter Sports Show.

After the visit write a story about recreation in the winter.

MATERIALS 7

Field trip to the Winters Sports Show

CONCEPTS

The brick manufacturing industry is important ot our national economy. The use of bricks and manufacture of them is one of the world's oldest occupations. Brick manufacturing workers require training either on the job or in a trade school setting. The jobs in birck manufacturing are desirable and productive occupations.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Upon completion of this unit the students will show an understanding of the process used in manufacture of bricks.

   A. Test Description: Making bricks from clay
   Teacher Directions: Give each student a piece of lined paper and a pencil. Ask them to write the process used in the manufacture of bricks.

3.30 BRICK MANUFACTURER GRADE 3

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

* "Bricks, Blocks and Beams"
--Educational Projections

BOOKS

SUPPLIES

Clay
Empty milk cartons
Straws
Old magazines
Display of bricks, stone, tile, blocks

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science

Show and discuss the filmstrip "Bricks, Blocks, and Beams"

Emphasize the work done by those in the industry.

Ask students to look in magazines at home to find examples of buildin. of constructed items of stone, bricks, or blocks.

Bring these to class.

MATERIALS 1

Filmstrip:
"Bricks, Blocks, and Beams"
--Educational Publications

ACTIVITY 2 Suggested Subject Area: Social Science

Have the students show their pictures to the class and explain the type of brickwork or stonework.

Use the encyclopedias to explain the history of brick manufacture and the various types of architecture and use throughout the ages.

Have students look through old magazines in class to find further examples. Have them placed on display.

Have the display of these products on table so students can see and handle each. They are replaceable. (Caution the children-perhaps their toes are not replaceable.)

MATERIALS 2

Old magazines

Display of bricks, stone, tile and blocks.

ACTIVITY 3 Suggested Subject Area: Social Science

The class take a walking tour of the neighborhood to look for different uses and styles of brick, block, and stone.

When they return, make a list on the chalkboard of all those observed.

MATERIALS 3

ACTIVITY 4 Suggested Subject Area: Science

Make bricks from clay as shown on page 65 of the text, Science Far and Near

Do as suggested in the experiment.

MATERIALS 4

clay
empty milk cartons
straw